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ABSTRACT

The purpose of this resource manual is to help local education agencies implement state mandated requirements and provide effective programs for mildly mentally retarded students in Georgia. The first section presents definitions and eligibility criteria for the mildly mentally handicapped. A section on due process considers screening, referral, and comprehensive evaluation procedures for these students. Also discussed are the individualized education program, student placement, confidentiality, and exit criteria. Components of program organization are discussed in the third section and include delivery models, enrollment, certification, resource personnel, volunteers, inservice education, facilities, and transportation. The next section discusses the instructional policy for mildly mentally retarded students in Georgia, a policy aimed at providing for the improvement of learning opportunities, development of individual potential, enhancement of the student's self concept, advancement toward becoming a self-sustaining citizen, and attainment of employment potential. Outlined in this section are direct service goals and objectives, teacher responsibilities, methodological issues, curricular considerations, community resources, and related services. Following this is a checklist for program evaluation, covering such areas as prereferral screening, eligibility, due process, facilities, and personnel. The final section lists state and national resource organizations for this population. Appendices contain information on adaptive behavior, college training programs, curriculum guides and materials, adapting curricula for mildly handicapped students, teaching methods, and high school graduation requirements. (CB)

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## Volume II

# Mildly Mentally Handicapped

## Resource Manuals For Program For Exceptional Children

**Office of Instructional Services**
**Division of Special Programs**
**Program for Exceptional Children**
**Georgia Department of Education**
**Atlanta, Georgia 30334**
**Werner Rogers**
**State Superintendent of Schools**
**1986**

EC 190292

# Foreword

Programs for mildly mentally handicapped (MiMH) students should assure that the educational environment allows students to develop competencies in the areas of functional academics, personal and social skills, daily living skills and occupational preparation and guidance.

This resource manual provides information for the development, maintenance and evaluation of programs for the MiMH. This information will help provide quality education programs for these students.

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# Introduction

Georgia is committed to the belief that every exceptional child has a right to receive an education based on individual needs.

The need for developing standards and guidelines for comprehensive programs for exceptional children in our schools has emerged from state and federal legislation. The three major laws affecting the education of exceptional children in Georgia follow.

Quality Basic Education (QBE)
20-2-152 Special Education

**a.** All children and youth who are eligible for a general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services. Children, ages zero through four years, whose handicapping condition is so severe as to necessitate early education intervention may be eligible for special education services through programs operated by state schools for the handicapped, the psychoeducational centers program, or through programs financed with local or federal funds. Such children and youth are defined as those who have emotional, physical, communicative, or intellectual deviations, or a combination thereof, to the degree that there is interference with school achievements or adjustments or prevention of full academic attainment and who require modifications or alterations in their educational programs. This shall include children who are intellectually gifted, mentally handicapped, behavior disordered, hospitalized or home bound, handicapped by a specific learning disability, orthopedically handicapped, autistic, hearing impaired, visually impaired, severely emotionally disturbed, and deaf-blind and who have any other areas of special needs which may be identified. The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis, both for students to be served in a self-contained setting and those who can be served effectively in the regular classroom by itinerant personnel. The student-teacher ratio for each classified exceptionality shall remain as those used in determining the approved program weights as set forth in subsection (b) of Code Section 20-2-161, unless otherwise approved by the Governor and the General Assembly.

**b.** Local school systems shall, subject to any limitations specified in this Code section, provide special education programs for all eligible students with special needs who are residents of their school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by entering into a contract with other school systems, regional educational service agencies, or other qualified public or private institutions for such services.
Effective Date: July 1, 1986

P.L. 94-142, Education for all Handicapped Children Act of 1975
The full services goal in Georgia for implementation of P.L. 94−142 as stated in the *State Program Plan* FY 84−86.

"All school-age (5-18 years) handicapped children, as defined in The Education For All Handicapped Children Act of 1975, will be provided full educational opportunities in programs meeting standards of the State educational agency. All preschool (3-4 years) handicapped children and all handicapped children ages 19-21 years would be provided educational opportunities in programs meeting State-approved standards. *However, since services to these groups are permissive and not mandatory, programs will be provided only in the event state and/or local funds are authorized and appropriated or in the event 50 percent of these ages of nonhandicapped children are receiving services.*

Additionally, all preschool (0-4 years) handicapped children will be provided service opportunities in programs meeting State-approved standards. *However, since services to this group are permissive and not mandatory, programs will be provided only in the event State and/or local funds are authorized."*
Effective Date: September 1, 1978

Section 504 of P.L. 93–112, The Vocational Rehabilitation Act of 1973
"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity *receiving federal financial assistance."*
Effective Date: June 1, 1977

The purpose of the Resource Manuals for Programs for Exceptional Children is to help local education agencies implement these laws and provide quality programs for exceptional children.

# Definitions and Eligibility Criteria

## *Mentally Handicapped*

**Mentally handicapped refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior which adversely affect educational performance and is manifested during the developmental period. (See the current *Program for Exceptional Children: Regulations and Procedures.*)**

**Intellectual Functioning —** Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, standardized measures of intelligence. This is intended as a guideline in determining criteria for classifying students as mentally handicapped. There may be slight variations in this numerical guideline in individual circumstances based upon the following considerations: (1) the reliability of the intelligence tests used and (2) the variability of performance in individuals with similar intellectual scores. Therefore, there may be students with IQ scores below 70 who are not handicapped nor in need of special education, while some students with IQ scores over 70 may indeed be handicapped and in need of special education. This variation in the numerical guideline particularly applies in schools and similar settings where performance is impaired and clinically determined to be due to deficits in reasoning and judgment. Any final determination of the level of intellectual functioning must be based on multiple sources of information and must include more than one formal measure of intelligence. Generally, this will include one major and one less extensive instrument. These measures of intelligence must be those designed to be administered individually (not group tests). Both must be administered by a qualified psychological examiner. In the case of a reevaluation, if the current level of overall functioning on one major instrument is consistent with that established by the previous evaluation, this will satisfy the requirement for multiple measures of intelligence.

For further information regarding psychological evaluation, contact, Director, Student Assessment and Psychological Services, Georgia Department of Education, 1870 Twin Towers East Atlanta, Georgia 30334, (404) 656-2589.

**Adaptive Behavior** — Deficits in adaptive behavior are defined as significant limitations in an individual's effectiveness in meeting the standard of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment. Any final determination of impairment in adaptive behavior must be based on a variety of information from such sources as parent and teacher interviews, clinical observation case study information and usually standardized or informal adaptive behavior instruments. A standardized adaptive behavior instrument yields estimates of functioning while informal methods may allow the evaluator to assemble information in areas not addressed by a standardized instrument. All information collected on nonacademic adaptive behavior should be evaluated along with academic adaptive skills. Academic failures are examples of deficient adaptive behavior; however, significant deficiencies should be documented in other behaviors that are not academic specific, and that may also be manifested within the student's environment. See Appendix A.

## Eligibility

Prior to consideration for referral and placement in a program for mentally handicapped, alternative instructional intervention strategies must be considered, described, implemented and documented through the Student Support Team. A referral to the Student Support Team prior to special education referral may not be necessary for severely and profoundly mentally handicapped students. If the Student Support Team is bypassed, documentation must support this decision.

A student may be classified as mentally handicapped (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Such classification allows the individual to be eligible for consideration for special education and related services. These deficits should be verified by observations, interviews with parents and teachers, etc., as well as formal and informal assessment of a student's abilities and achievements. A comprehensive educational evaluation should be administered to determine present levels of functioning as described in the current *Program for Exceptional Children, Regulations and Procedures.*

An eligibility report (See Appendix B.) must be completed as part of the evaluation process. A written report must be prepared for each student to provide an adequate description of the data collected during evaluation and to explain that the student is eligible for services in a mentally handicapped program. The eligibility report should be attached to the Individual Education Program (IEP), and placement committee minutes.

A student may be classified mentally handicapped at one of the levels listed below.

**Mildly Mentally Handicapped (MiMH)**

a. Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55 and

b. Adaptive behavior indicates significant limitations in coping skills.

**Moderately Mentally Handicapped (MoMH)**

a. Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40 and

b. Adaptive behavior indicates significant limitations in coping skills.

**Severely Mentally Handicapped (SMH)**

a. Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25 and

b. Adaptive behavior indicates significant limitations in coping skills.

**Profoundly Mentally Handicapped (PMH)**

a. Intellectual functioning is below approximately 25 and

b. Adaptive behavior indicates significant limitations in coping skills.

A mentally handicapped student of any level must have a primary handicap in intellectual functioning. For a mentally handicapped student with a physical handicap, current medical information must be considered in placement and programming.

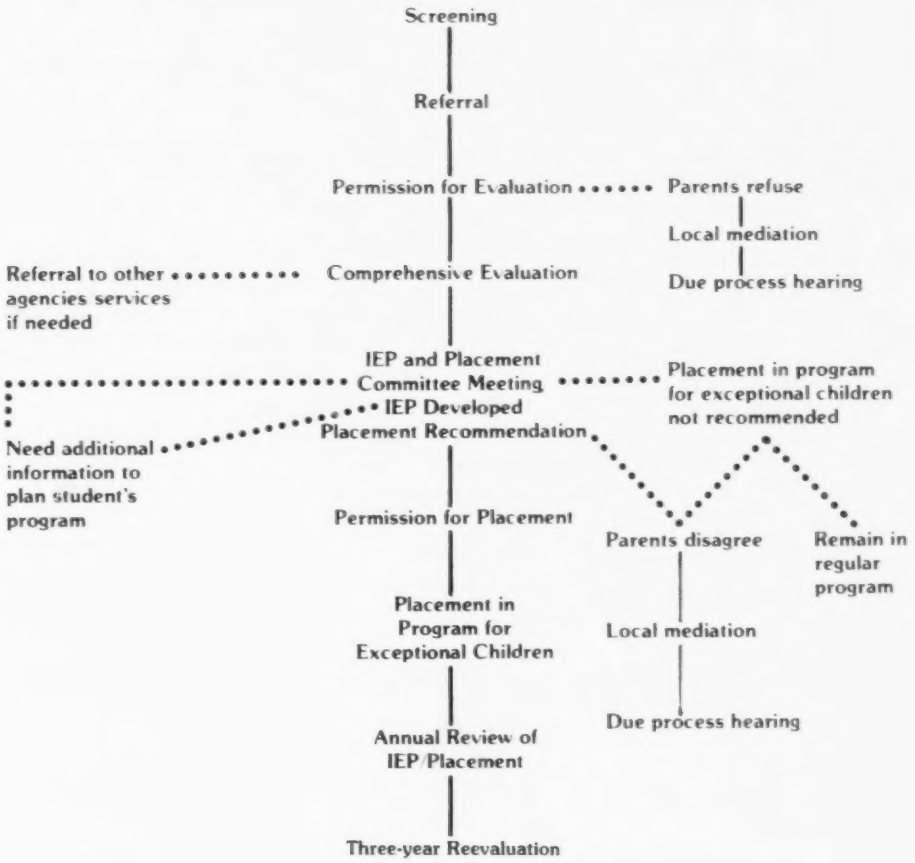
# Due Process

## Introduction

Due process is an established course for judical proceeding designed to safeguard the legal rights of an individual. Under P.L. 94-142 parents' and children's rights are protected through a procedural due process structure. The child, the parents and the schools are involved in the specifics of due process.

The following is a chart of due process procedures.

## Due Process Procedures




## Screening

Informal screening is an effective procedure for identifying special education referrals while simultaneously screening out those students who are not handicapped, but who are experiencing learning and/or behavior problems.

Many school systems have established in-school student support teams for the specific purpose of assisting students within the regular classroom setting. The use of these teams, generally, has been effective and the number of inappropriate referrals to special education has been significantly reduced.

One major aspect of a student support team is to provide suggestions for program or curricular options/alternatives for students experiencing problems in school. Such teams or committees may be composed of a variety of participants; i.e. referring teacher, regular education teachers, principal, guidance counselor, special education teacher and the student's parent(s). The team composition could vary based on the type of referral, the needs of the student and the availability of personnel. Parents should be informed of the committee's functions, as well as given the opportunity to participate in developing alternative strategies in the remediation plan.

The support committee should meet on a regular basis to discuss and review the records of referred students and to identify other data that might be beneficial in delineating the strengths and weaknesses of the student. The major focus is to determine alternative classroom techniques or methods of intervention for implementation by the regular classroom teacher. With this process in place, appropriate options and strategies could be considered prior to or in lieu of special education referral. The committee focuses first on helping students within the regular classroom setting. In this way labels are not applied nor even considered until some attempts at solving the problem(s) have been made.

## *Referral*

Referral is the process whereby parents or guardians, the pupils themselves, school personnel, appropriate public agencies or other professionals may request additional assessment of a student's abilities.

After a student has been referred for a more indepth evaluation, the local school system must send to the parents a notice containing the following.

- A statement that a referral has been made, including the name and position of the person making such referral.
- A statement describing the evaluation process including type(s) of test(s) to be used and purpose of such tests.
- A statement that the parents will be informed of the place and date when the evaluation will occur.
- A statement that the parents will be informed within a reasonable period but not to exceed 30 school days of the results of the evaluation.
- A statement that the parents may be present at all placement committee meetings where the educational placement will be determined.
- A statement indicating that the parents may agree to the evaluation of their child or may refuse such an evaluation.
- A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home.
- A statement that no change will be made in the student's educational program until proper notification is given to parents and due process procedures are fulfilled.
- A statement that either party may appeal to the local system for mediation and/or a hearing within 15 days of the parent's signed response, or lack of response, to the Parental Consent for Evaluation Form.

A consent for evaluation, signed by the student's parent or guardian, must be on file before a student can be evaluated. Routine screenings involving all students (e.g. vision, hearing, dental, speech, etc.) do not require individual parent permission.

All students who are referred for a special education evaluation must have a hearing and vision screening to determine the adequacy of sensory acuity for subsequent testing and to insure that a learning problem is not due to a hearing and/or vision problem. Students with frequent eye, ear, nose or throat difficulties may need to be screened more than once to insure accuracy and to account for erratic performance.

A student who fails one of the screening measures should be rescreened, preferably with a more definitive instrument. If possible deficiencies are still noted, referral for professional diagnosis should be made. If treatment is considered necessary, then psychological evaluation should be delayed until treatment or correction is completed. In the event the diagnosing professional determines that treatment or correction is not possible or is not indicated, psychological evaluation can proceed cautiously, using instruments which bypass, or allow for, the impaired sensory modality. Additionally, a statement regarding the hearing and/or vision problem should be documented in the psychological report or elsewhere in the student's folder.

## *Comprehensive Evaluation*

**Initial Evaluation** — Before any action is taken with respect to the initial placement of a handicapped student in a special education program, a full and individual evaluation must be conducted in accordance with Georgia Department of Education's regulations.

**Procedures Manual (IDDF)** — A consent for evaluation, signed by the student's parents must be on file before a student can be evaluated. The use of qualified evaluation personnel is required. All formal instruments in the psychoeducational evaluation must be nondiscriminatory in nature and validated for the purposes for which they are used. More than one evaulation procedure or instrument must be administered using the language or mode of communication understood by the student. A comprehensive evaluation of a student being considered for a MiMH program must include information concerning the individual's cognitive level of functioning, adaptive behavior and achievement levels. Other information, which is often used and taken into consideration, includes the following.

- Developmental history
- Past academic performance
- Vocational evaluation
- Medical history or evaluation
- Social history
- Behavioral assessment
- Perceptual evaluation
- Fine and gross motor performance
- Classroom observations
- Speech and language evaluations
- Social/emotional assessment
- Personality assessment

After the evaluation process is completed an eligibility report must be prepared to document reasons the student is eligible for the MiMH program.

Reevaluations should reflect the growth and/or changing needs of the student. During the reevaluation, continued eligibility for placement in the MiMH program must be assessed using a range of evaluation instruments similar to those used during the initial evaluation. All relevant information on the student should be considered when determining continued eligibility for placement.

**Annual Review** — The placement of each student receiving services through special education, must be reviewed annually, usually at an Individualized Education Program review meeting. Educational reviews must be conducted annually to examine the progress toward the student's projected goals and objectives and to update and develop these goals and objectives for the subsequent school term. Any time a change in educational placement is considered, the information must be reviewed and changes approved by the placement committee and the student's parents.

## *Individualized Education Program (IEP)*

An IEP is developed for each handicapped student who is receiving or will receive special education services. This requirement applies to all public agencies serving school age handicapped students. The total IEP, including long and short-term objectives, is developed prior to placement in a special education program. There should be no undue delay in providing special education and related services to the student.

The IEP should be developed in an individualized planning conference initiated and conducted by the responsible agency.

A student should have only **one** IEP, even if enrolled in two or more special education programs.

The IEP is an educational and related services plan and not a binding contract for which the agency is responsible should the student not achieve the growth projected in the goals and objectives. However, the local education agency must provide those services identified in a student's IEP.

**Participants in Individualized Planning Conferences** — The responsible agency should make every effort to ensure that each individualized planning conference includes a representative of the agency who is qualified to provide or supervise the provision of special education; and the student's teacher or teachers (special and regular) who have a direct responsibility for implementing the IEP. The responsible agency should take steps to ensure

that each individualized planning conference includes one or both of the parent's, the student when appropriate and any other individuals at the discretion of the parent or education agency. For a handicapped student who is being evaluated for the first time, the responsible agency will also insure that a member of the evaluating team is familiar and knowledgeable about the evaluation procedures/instruments used and is able to interpret the evaluation results.

**Parent Participation** — Each responsible agency should make every effort to insure that the parent(s) of the handicapped student is present at the individualized planning conference or is afforded the opportunity to participate. This includes scheduling the meeting in advance at a mutually agreed upon time and place. In addition to time and location of the meeting, notification to parents must indicate the purpose of the meeting and a list of those persons to be in attendance. All communications to parents should be in both English and the primary language of the home, if such primary language is other than English. If a parent has a communication barrier, such as deafness, the responsible agency should provide an interpreter or take whatever action is necessary to assure that the parent understands the proceedings. The responsible agency should record all attempts to involve the parent(s).

**These records may include** (a) detailed records of telephone calls made or attempted and the results, (b) copies of correspondence sent and any responses received and (c) detailed records of visits made to the parents' home or places of employment and results. Meetings may be conducted without parents in attendance if the responsible agency is unable to persuade the parents that they should be involved in the total process. Upon request, parents should be given a copy of the IEP.

**Content of IEP** — The IEP should include the following.

- A statement of the student's present levels of educational performance
- A statement of annual goals including short-term instructional objectives which support the annual goals
- A statement of the special education and related services to be provided to the student and the extent to which the learner will be able to participate in regular educational programs
- The projected dates for initiation of services and the anticipated duration of the services
- Appropriate objective criteria, evaluation procedures and schedules for determining whether the short-term instructional objectives are being achieved.

The objectives should be updated on a regular basis and new objectives written as the student masters existing ones. The instructional objectives on the student's IEP should accurately reflect the student's classroom program at all times.

In order to keep a record of student performance, professionals should maintain some type of data-based record keeping system on all students.

## *Placement*

**Initial Placement** — No student shall be placed in a special program until that student is the subject of a meeting of the Special Education Placement Committee which reviews all pertinent information and determines the appropriate program for that individual. All pertinent data on each student should be reviewed by the entire committee and placement committee meeting minutes must be kept. The determination to place any student into a special education program should not be made exclusively or principally upon results of tests administered during evaluation. An ongoing multifaceted approach in assessing an individual's achievement should be measured against his or her ability to achieve, and placement decisions should focus on this measurement.

**Signed Parental Consent** — All students who are evaluated for possible special education services should be subject to review by the placement committee. All individuals who are recommended by the placement committee to be placed in a special education program must have signed parental consent forms on file within the school system before placement can occur.

**Reevaluation**—All children enrolled in special education programs must be comprehensively reevaluated educationally and psychologically no later than three years after the last evaluation. The reevaluation may take place within and three years upon the request of any person having the authority to make an initial referral, with the approval of the placement committee.

## Confidentiality

Local education agencies (LEAs) must maintain records and reports on handicapped students. These records and reports contain confidential data. Each LEA should provide instructions to persons collecting or using personally identifiable information. This instruction should inform LEA personnel of policies and procedures for maintaining confidential records.

Each local school system must allow parents to inspect and review periodically, and not more than 45 days after the request has been made, any educational records relating to their child which are collected, maintained or used by the agency. Upon request, parents may obtain copies of all data for a duplication fee; however, if they provide ample evidence of inability to pay such fees, all documents will be provided free of charge. Access to records, if requested, is the right of each parent and will not be denied by the school system due to physical limitation or geographical considerations.

Each local school system should presume that the parent has the authority to inspect and review any information relating to his or her child unless the system has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. Each local school system must keep a record of parties obtaining access to information collected or maintained, including the name of the party, the date access was given and the purpose for which the party was authorized to use the data. If any record includes information on more than one student, the parent(s) of those individuals have the right to inspect and review only the data relating to their child or to be informed of that specific information. Upon request, the system must provide parents a listing of the types and locations of information collected, maintained or used by the agency. The parents have a right to have a representative inspect and review the records and may request reasonable explanation and interpretation of records.

When all personally identifiable information related to special education placement is no longer needed to provide educational services for the student, this information should be destroyed at the request of the parent, according to the policies of the local education agency and the current *Program for Exceptional Children: Regulations and Procedures* (IDDF).

A permanent record consisting of a student's name, address, phone number, grades, attendance record, classes attended, grade level and year completed may be maintained without time limitation.

Prior to destruction of data, reasonable efforts should be made to notify parents of their right to be provided a copy of any data which has been obtained. Whenever a handicapped student has attained eighteen years of age, all rights contained in this section may be transferred from the parents to the student after taking into consideration the student's type or severity of handicap.

## Exit Criteria

A student may be considered for dismissal or reassignment from a MiMH program when the parent(s) requests dismissal; if it is determined by the Special Education Placement Committee through reevaluation, both educationally and psychologically, that a student is no longer eligible for placement in a program for the mildly mentally handicapped; if the student completes his or her planned program and is ready for graduation; and/or if the student transfers or withdraws from the local school system.

It is recommended that exit criteria be used in determining if a student is eligible for dismissal from a MiMH program. When considering dismissal, attention should be given to the student's chances for success in the regular education program without support from the teacher of the mildly mentally handicapped. Cooperation between the regular school program and the MiMH program is critical; the regular education personnel and the student's special education teacher must work together to create an atmosphere within the regular class in which the student can progress.

Transition between special and regular education, at any level or from one system to another should be carefully planned to preserve continuity. Potential difficulties can be alleviated by having regular conferences or IEP meetings with special and regular education staff members of both the sending and

the receiving schools. Some MiMH students are able to perform adequately in a regular classroom if adjustments are made by the regular classroom teacher. It is the responsibility of the special education teacher to work with regular classroom teachers to help them meet the needs of these students. In this way more students will be able to receive a greater portion of their education within the regular classroom setting. It should again be emphasized that each student is an individual and both placement and dismissal must be based on all the available data concerning that particular student.

Students who are being considered for dismissal from a program should be comprehensively evaluated. Test scores alone cannot be the deciding factor.

The teacher of the mildly mentally handicapped should observe the student in the student's regular class(es) to assess academic and behavioral performance. The student should be observed in each academic and vocational area enrolled. It is strongly recommended that the student who is being considered for dismissal from a MiMH program be gradually integrated into the regular classroom. The special education teacher should supervise the student very carefully when time in the MiMH class is is reduced. It is also important that caution be exercised to assure the greatest amount of success for the student. Public relations will greatly improve when teachers are able to observe successful instances of mainstreaming where students, who have been exited, are performing appropriately in regular classes. When considering the dismissal of a student from a program, the special education placement committee must decide what services the student should continue to receive. All programs are available to students if eligibility criteria are met. Placement committee minutes should accurately reflect the issues and alternatives discussed in the special education meeting and the manner in which the committee reaches the decision to exit a student from a mildly mentally handicapped program must be documented.

For further information on due process or other procedural safeguards in effect in Georgia, refer to the current *Program for Exceptional Children: Regulations and Procedures*. Copies of this document are available in the office of the local school superintendent, director of special education or Georgia Learning Resources System (GLRS).

Additional information on local system procedures is contained in the local system's *Special Education Comprehensive Plan* which is also available through the local school superintendent or special education director.

# Program Organization

## Delivery Models

Least restrictive environment is that educational placement in which the student can function most effectively. To the maximum extent possible, handicapped students in the local school system should be educated with non-handicapped students. Special classes, separate schooling or other removal of handicapped individuals from the regular class environment should occur only when the nature or severity of the handicap is such that education in regular classes, with the use of supplementary aids and services, cannot be satisfactorily achieved. It is the policy of the Georgia Department of Education that handicapped students have the right to be educated with their normal peers, unless clear evidence is available that an alternative educational program is desirable for the welfare of the individual or other students. When a handicapped student is assigned to a special program, educational goals must be specified.

A continuum of educational services must be made available to students identified as mildly mentally handicapped, whether they are of elementary, middle or secondary school age. These may include resource, interrelated or self-contained programs. The *Program for Exceptional Children: Regulations and Procedures* identifies the following delivery models.

**Categorical Resource Program**—This program is for students with mild handicaps who are enrolled in a regular classroom but also receive special instruction in a resource program for less than one half of the instructional day. The program assures that special and regular teachers together plan a student's total instructional program. The types of resource programs available include the following.

- **Resource Room**—A designated classroom to which the students come for instruction. The resource room model assumes that the resource teacher and the regular teacher cooperate in planning the student's total instructional program.
- **Itinerant Program**—The itinerant teacher provides instruction to identified students in more than one school. The itinerant teacher assists handicapped students and their regular teachers on a rotating schedule.

**Interrelated Resource Program**—The term "interrelated" refers to a combination program in which the teacher works with students identified as mildly learning disabled, behavior disordered and/or mentally handicapped for less than half the instructional day. This teacher must qualify for an interrelated teaching certificate and hold certification in the area(s) of handicapped he or she is teaching.

**Self-contained Program**—Those MiMH students who require a more structured program over a longer period of time may be enrolled in a self-contained program designed specifically for that exceptionality. Students spend one-half or more of the instructional day within the program. The chronological age range of students in the same class should not exceed three years. The special education teacher integrates the students into parts of the regular class curriculum if the students can benefit academically, socially, emotionally or vocationally by such regular class participation. The special education teacher should act as liaison to help the handicapped student function comfortably within the regular classroom setting.

**Related Vocational Instruction (RVI) Program**—The RVI program provides support services to due processed handicapped secondary students enrolled in state-approved vocational education programs. The RVI teacher acts as a liaison in assisting handicapped students functioning within regular vocational education areas.

Other delivery models that may be considered are residential, multisystem, special day school or a combination of these models.

## Enrollment

*The Program for Exceptional Children: Regulations and Procedures*, include recommended

maximum class sizes for the teacher of mildly mentally handicapped students.

## Certification

For information on certification, one should contact Teacher Certification Services, Georgia Department of Education, 1452 Twin Towers East, Atlanta, Georgia 30334. Telephone inquiries may be made by calling (404) 656-2406 between the hours of 1:00 and 4:30 p.m.

## Georgia Teacher Certification Test (TCT) Requirement Information

Each of the specified Program for Exceptional Children fields are listed below with specific information regarding which TCT is required for each. When a test is required, persons seeking initial certification in that field who completed their preparation after September 1, 1978 will be required to take the indicated test. Also, persons adding one of these fields after September 1, 1981 will be required to take the indicated test if their preparation in that field was not completed prior to that date.

**Mildly Mentally Handicapped (MiMH)** (formerly Educable Mentally Retarded) - TCT in Special Education *Mental Retardation*).

**Moderately Mentally Handicapped (MoMH)** —(formerly Trainable Mentally Retarded) - TCT in Special Education *Mental Retardation.*

**Severely Mentally Handicapped (SMH)** —(formerly Severely Mentally Retarded) - TCT in Special Education *Mental Retardation.*

**Behavior Disordered (BD)**—TCT in Special Education *Professional Knowledge.*

**Specific Learning Disabled (SLD)**—TCT in Special Education *Professional Knowledge.*

**Visually Impaired (VI)**
No TCT required

**Speech-language Disordered (SI)**
TCT in Speech and Language Pathology

**Hearing Impaired (HI)**
TCT in Hearing Impaired

**Orthopedically Handicapped (OH)**— (formerly Physically Handicapped or Multihandicapped) No TCT required

**Gifted**
No TCT required

**Interrelated Special Education**
TCT in Special Education *Professional Knowledge*

Requests for information regarding Georgia's TCT requirements should be addressed to Performance-based Certification, Division of Staff Development, Georgia Department of Education, 1452 Twin Towers East, Atlanta, Georgia 30334, (404) 656-2556.

## Resource Personnel

In working with MiMH students, the special education teacher should coordinate activities with the principal, psychologist, psychometrist, occupational therapist, physical therapist, speech and language pathologist, guidance counselor, social worker/visiting teacher, vocational education teacher, related vocational instruction (RVI) specialist, rehabilitation services counselor, regular education teacher, paraprofessional, physician, and community agencies. The special education teacher is encouraged to support local cooperative agreements between the Department of Education (DOE) and the Department of Human Resources (DHR) personnel for the development and maintenance of educational, vocational and related services for school age handicapped individuals. These personnel, as a team, can assure the full implementation of the student's individualized education plan.

## Volunteers

Volunteers may be used in order to provide extensive individualized instruction and maximize the instructional time in the classroom. However, certain rules are recommended to assure effective use of a volunteer program.

- Time should be scheduled to adequately train the volunteer.
- Volunteers should be given tasks for which they have been adequately trained.
- A volunteer's performance should be monitored by the supervising teacher.
- A system of flexible scheduling should be maintained.

Some areas in which volunteers can assist may include the following.

- Personal care skills
- Feeding and toileting skills
- Physical education activities
- Leisure and recreational skills
- Special Olympics activities
- Art and music activities
- Direct instructional activities
- Preparation of instructional materials
- Vocational activities
- Field trips
- Practice for generalization and transfer of skills already learned.

## *In-service*

In-service is the responsibility of each local education agency and should be determined by local needs, local program plans, resources available and contractual arrangements. Colleges and universities, the Georgia Department of Education, Cooperative Education Services Agencies (RESA, QBE, July 1, 1986) and the Georgia Learning Resources System (GLRS) network should function as support personnel for in-service implementation plans. Workshops, coursework and staff development may be offered to regular and special education teachers as well as administrative personnel.

Preplanning and postplanning days should be used for specific topics of concern to regular and special education teachers. Ongoing in-service should be provided throughout the school year through classroom visits, teacher meetings, visiting professors, extension courses, consultants, special workshops, institutes, professional libraries, newsletters, fellowships/scholarships, professional conferences and conventions.

## Facilities

Facilities for handicapped students should be provided in accordance with established state and federal laws and procedures. For specific information regarding facilities, contact the Facilities and Transportation Division, 1670 Twin Towers East, Georgia Department of Education, Atlanta, Georgia 30334.

Classrooms for self-contained and resource rooms should be of suitable size in a distraction-free area with appropriate furniture, materials, supplies and equipment to meet the individual needs of the mildly mentally handicapped students served. For a self-contained class, standard size is 750 square feet. A resource room should be at least 350 square feet or larger, depending upon the number of students being served at any one time, the kind and amount of furniture and equipment required and the need for storage. Adequate shelving should also be provided. It is strongly recommended that portable classrooms be used only when regular education students of similar chronological age are also housed within such classrooms.

## *Transportation*

Transportation for handicapped students should be provided in accordance with established state and federal laws and procedures. For specific information regarding transportation, contact the Facilities and Transportation Division, Georgia Department of Education.

When, because of a student's handicap, the local placement committee determines that special transportation is required, such transportation needs should be specified in the student's individualized education program and the local education agency is required to assure that such services are provided.

Provisions should be made for adequate supervision of all handicapped students while they are being transported. This may require the use of an aide if the physical, mental or emotional problems of the students indicate the need for more supervision than can be provided by the driver.

College/University Training Programs, Appendix C of this resource manual, contains a listing of colleges and universities in Georgia that offer training programs for special education teachers.

# Instructional Program

## Instructional Philosophy

The overall aim in a school program for MiMH students should provide for the improvement of learning opportunities, development of individual potential, enhancement of the student's self concept, advancement toward becoming a self-sustaining citizen and attainment of employment potential. See Appendices D, E, F.

## Direct Service Goals and Objectives

The instructional program for a MiMH student is determined by the content of his or her individualized education program, which includes annual goals and short-term objectives. Specific long and short term goals are developed to meet the particular needs of the student. These goals and objectives indicate the types of measurable performance expected of the student and serve as the foundation for his or her educational program. The amount of time and the type of services that a student needs are noted in the IEP. These services are directly related to the student's current levels of functioning and to the individual student's needs. Considerations for the instructional setting must include the least restrictive environment, integration whenever appropriate with nonhandicapped peers and vocational opportunities.

## Responsibilities of the Teacher

The role and function of the teacher of MiMH students includes working with identified students in direct instructional activities and acting as a resource to other teachers. The teacher should help students establish good work habits which include experiences designed to promote emotional stability and self-confidence. See Appendix G. This should aid the students in recognizing their abilities as well as their limitations. Other job related responsibilities may include the following.

- Evaluating each student's learning styles, taking into consideration academic, perceptual, language and conceptual skills, as well as behavior and social skills.
- Communicating, planning and coordinating with the regular classroom teacher to complement or supplement regular classroom instruction, i.e. curriculum, modification strategies, management, scheduling, homework, grades, etc.
- Doing demonstration teaching or assisting in the regular classroom when appropriate.
- Conducting in-service for faculty upon request.
- Unless itinerant, performing all school duties required of other faculty members.
- Participating on student support teams as well as IEP placement committees.
- Planning or making instructional materials for classroom use.
- Working as part of a team to aid the special student.
- Adapting media, materials and learning strategies to meet the individual needs of students.
- Providing ongoing assessment of students in the program and maintaining all required records and data forms.
- Communicating and working with parents.
- Coordinating services provided by ancillary and support personnel.

## Communicating with School Personnel

To provide the best possible services to school personnel and the students, the teacher of MiMH students must be knowledgeable about the special and regular programs in the school system and have a cooperative working relationship with staff and administration. Cooperation should be fostered daily in formal and informal settings. The teacher, students and program cannot effectively function in isolation.

With the advent of IEPs, joint planning has become more common by allowing the special educator to build relationships with a variety of instructional personnel within and outside the school. For example, the Related Vocational Instruction (RVI) Program which has been initiated to provide job-entry-level skills in broad

or specific occupational clusters requires cooperation among regular, special and vocational educators. The RVI specialist is to work with vocational educators to identify vocational aspects of a student's IEP. In schools in which other special education teachers are located, it may be productive to coordinate programs. Team teaching, sharing materials, joint planning and sharing facilities may be very beneficial. The teacher of MiMH students should work closely with faculty members by conducting in-service activities which may include demonstrating and explaining materials and techniques for dealing with general problems these students may present in the regular mainstream. Also he or she should make available and distribute materials which are in the school or regional GLRS center. The teacher may suggest particular materials or modifications of materials or curriculum for specific students.

## Communicating with Parents

Communicating with parents is vital to the success of MiMH students. Parent-teacher conferences are usually the most viable method of communicating. A conference should have a positive beginning and ending and every attempt should be made to make the parent(s) comfortable. The advent of the IEP has in many cases brought concerned parties together to work cooperatively in planning for the student's needs. A better understanding is possible if the parent has been involved during the entire process. All information pertaining to the individual and his or her current functioning should be discussed and the program fully explained. Parental support and participation greatly affect the success of the program. As parents become aware of the success of the school program, they will become more eager to help their child at home; therefore, teachers need to be responsive to parents. If a parent is unable or unwilling to attend a conference, telephone calls and letters should be used to document attempts made to notify them. It may be that the parent will begin to attend conferences at the school once contact has been made. Some parents are willing to serve as volunteers in the school. Every opportunity should be made to use parents in instructing the students, because as students learn how to in school, parents can be more effective with their own child at home.

## Methodological Issues

Teachers of MiMH students should use a variety of teaching techniques and strategies to meet the learning styles of their students. The most effective learning style for some students may be visual, while others may learn more effectively through tactile or auditory modalities. Recognizing and defining the style through which a student learns is critical to the learning process. Teachers should use a variety of techniques to accomodate for individual differences in learning. A student may learn best through any one or a combination of learning processes.

The *receptive* (input) learning processes include the following.

- **Auditory perception** — the processing and understanding of sounds and words; the assignment of meaning to a sound.
- **Visual perception** — the identification, organization and interpretation of material seen.
- **Tactile perception** — the interpretation and understanding of material through touch.

The *expressive* (output) processes include the following.

- **Verbal expression** — expression of ideas and concepts through speaking.
- **Visual-motor expression** — the physical expression of material through drawing or writing.

With many students, it may be useful to identify reinforcement activities and interests, as well as learning modality strengths and weaknesses. A sample student planning sheet to assist in developing an effective educational program is included in Appendix L. In an effort to properly select techniques and activities to use with MiMH students, it is also necessary to be aware of expected behavioral outcomes for the various age levels (Appendix G). The Cincinnati Curriculum Guide* suggests that at the primary level, outcomes should indicate that students

- engage in experimental type of behaviors.
- begin to control or modify their environment.
- look at the "why" of things.

**The slow Learning Program in the Elementary and Secondary Schools*, Curriculum Bulletin No. 119 Cincinnati Public Schools, 1964, pp 9–10.

- learn to understand how to accomplish simple or basic activities.
- engage in activities and behavior which is controlled, supervised or planned by adults.

At the intermediate level, outcomes should indicate that students

- begin to operate and perform simple and basic tasks and skills more independently.
- begin to understand the "when" and "why" of doing things.
- begin to make simple and correct choices.
- begin to assume some responsibility for personal behavior.
- begin to understand consequences of personal behavior.
- begin to engage in more complex behavioral tasks and skills.
- make adequate choices independently.
- travel independently.
- actively seek associations with others.

At the secondary level, outcomes should indicate that students

- direct most of their own behavior.
- begin to assume many adult responsibilities.
- assume responsibility for the welfare of others.
- have adequate understanding of cause and effect.
- collect and evaluate information as a basis for personal behavior.
- execute basic tasks and skills necessary for successfully handling problems of living at an adult level.
- have a functional understanding of their environment.

## Curricular Considerations

"The State Board of Education shall establish competencies that each student is expected to master prior to completion of his public school education. The State Board of Education shall also establish competencies for which each student should be provided opportunities, at the discretion of the student and his parents, to master. Based upon these foregoing competencies, the State Board of Education shall adopt a uniformly sequenced core curriculum for grades kindergarten through 12."

*QBE* Act 20–2–140 Core Curriculum

(See *Basic Curriculum Content for Georgia Public Schools*, Georgia Department of Education, 1985.)

Effective delivery of services for MiMH students can best be accomplished through systematic planning and program development. Establishing goals for programs is by no means a new process. Innumerable curriculum guides, state guidelines, courses of study and methods textbooks have been published which have devoted pages to the goal setting process.

The teacher of MiMH students should provide an instructional program appropriate to the individual needs of his or her students. Curricular considerations should include attaining competencies in the areas of functional academics, personal and social skills, daily living skills, career education and occupational guidance and preparation activities.

The elementary and middle school curriculum generally emphasizes functional academics. Subject matter skills are of great importance, however, the presentation of those skills should reflect direct relationships to personal-social adequacy, daily living skills and career education activities.

The secondary curriculum generally emphasizes a work-study concept. Work-study programs consist of prevocational and vocational training provided through participation in the school's vocational education programs with in-school and community work experiences. An adjusted academic program which is coordinated with the vocational program provides the application of academic skills for community and vocational independence. Students involved in work-study programs may spend part of the day or week acquring on-the-job training within the school or community.

The purpose of cooperative work-study programs is to teach general vocational skills and employability skills to MiMH students through classroom activities and work experiences in school and on community job sites. The objectives of work study programs include a) teaching students academic concepts related to employment, b) teaching prerequisite social skills necessary for successful employment and community adjustment, and c) teaching students independent living skills. The focus of these objectives should be on the needs of students served by the program in conjunction

with the community environment where the program operates. It is recommended that existing cooperative work-study programs be evaluated in regard to suitablity for participation by MiMH students. If they are determined to be inappropriate they can be used as a model for the development of a special education work-study program for the handicapped learner.

There are many benefits in providing work-study experiences for MiMH individuals, including job training in appropriate occupational areas, clearly defined and adequately supervised learning experiences, coordination of vocational counseling along with skills development and interagency/ interdisciplinary cooperation. The general work study curriculum should consist of a well-defined instructional program that is sequential, beginning at the elementary level and continuing through the secondary level.

Program operation can include in-school work experience situations which provide a primary exposure to the world of work through work stations established in the school setting, e.g., library, office, clinic, cafeteria, maintenance department. These experiences can be paid or unpaid. A second program operation component includes related field trips and experiences which provide students with encounters in the world of work. These experiences will serve to orient students to the specific entry-level competencies and working conditions associated with various occupations. A third program operation option includes community work stations. These situations usually involve cooperative planning with employers, parents, students, administrators, special education personnel and work study coordinators. Mildly mentally handicapped students work part-time and spend the remaining hours in special education and/or vocational education classes where they learn general academic skills and related entry-level vocational skills.

Curricular considerations for a cooperative work-study program should address the areas of academic, social, prevocational and employability skills. Another important concept that should be addressed with mildly mentally handicapped populations is that of career education. Career education incorporates several aspects into an individual's educational program, including academics, vocational training, social interaction skills and leisure skills. The concept of career education should be infused into the existing curriculum.

The four phases in a sequential career education program are career awareness, orientation, exploration and preparation.

- Career awareness experiences provide learners with an exposure to the large number of career opportunities that can be reviewed in an attempt to identify a general or specific area for vocational preparation.
- Career orientation experiences provide learners with more information about the specific occupational areas in which they have expressed an interest.
- Career exploration allows learners to explore the skills essential for successful performance in an occupational area and become familiar with the advantages and disadvantages of a potential career.
- Career preparation identifies the prerequisite skills needed for entry level employment and prepares the learner with education experiences to develop these skills.

The secondary MiMH program should reflect the quality of its elementary and middle school programs. Sequential curriculum throughout the program is imperative if students are to become personally adequate, economically productive and socially effective adults.

The literature clearly reflects that minimal skills in the areas of cognitive, personal and social characteristics are essential to adequate adult performance in successful employment and independent living. There are many programs and curricula available for teachers working with MiMH students. Appendix H. contains some of the instructional outcomes adapted from Oliver Kolstoe's, *Teaching the Educable Mentally Retarded*. Appendix D contains selected curriculum guides and materials for use with the mildly mentally handicapped.

## High School Graduation Requirements

Information regarding testing modifications, and high school graduation requirements for handicapped students are included as Appendices I and J. For additional information contact, Director, Secondary Education Program, Division of Curriculum Services, 1954 Twin Towers East, Georgia Department

of Education, Atlanta, Georgia 30334, (404) 656-2586.

## Evaluation

Evaluation of student progress should be continuous. Formal tests, teacher-made tests and checklists can be used to determine the effectiveness of instruction. Evaluation is necessary so that revisions and updating of student objectives are in keeping with student needs. To be in compliance with P. L. 94-142, a review of each student's individualized education program to determine met or unmet objectives must occur at least once a year.

## Materials and Equipment

Educators have historically been faced with the problem of how to select appropriate materials and equipment for the needs of special education students. Over the years, different rationales and systems have been developed to assist the educator in the selection and evaluation of instructional materials. Although a number are available, those educators not having access to well-developed systems for selecting and evaluating instructional materials and equipment should devise their own selection process at the classroom or building level.

There are many materials available commercially, and new materials are appearing on the market daily. Before any materials are ordered, it is important to read all the available literature about a product and experiment by using sample materials if at all possible. The Georgia Learning Resource System (GLRS) Centers (Appendix K) have information and materials to preview and use. There are also curriculum laboratories in colleges and universities which can provide additional opportunities to see materials firsthand. Careful investigation before ordering may lead to better selection of material and fewer shelves of unused products.

Material and equipment for the mildly mentally handicapped should meet sequential and developmental criteria appropriate to each curriculum objective. Some materials will need to be teacher-made and designed for individual students. Appropriate materials, media and equipment should be provided in the instructional areas of functional academics, personal-social skills, daily living skills and occupational preparation and guidance. It is recommended that the composition of the class and individual needs of students be assessed prior to ordering materials and equipment. A more detailed list of considerations in the selection of instructional materials and equipment can be found in Appendix E.

## Related Services

Related services as defined in P. L. 94-142 are those supportive services required to help a handicapped student benefit from special education. These services include transportation, psychological services, recreation, early identification and assessment of disabilities, counseling services and diagnostic or evaluative medical services. They also include school health services, school social work services, parent counseling and training, providing parents with information about human growth and development and assisting parents in understanding the special needs of their child. Related services are supportive services which are required to help a handicapped student benefit from special education. There are many students who require services in addition to those provided through their primary program area. These services may include the following.

- Speech therapy
- Vocational rehabilitation services
- Physical therapy
- Occupational therapy
- Audiology
- School health services
- Adapted physical education

There may be other supportive services needed by a particular student. These special education and related services a student requires should be listed in the student's IEP. It is imperative that one comprehensive IEP be developed. The goals and objectives should be coordinated to prevent overlap and permit reinforcement of skills learned.

## Community Resources

Efforts should be made to locate all agencies within the community that may provide additional support services for the mildly mentally handicapped student.

Local education agencies should maintain current and up-to-date information on those resources within the school system, within the community and other agencies at the county, state and national levels.

## Georgia Learning Resources System (GLRS)

GLRS maintains instructional materials for special and regular educators to preview and borrow. The collection includes diagnostic materials, teacher training and professional materials, as well as instructional materials. These are loaned on a short-term basis to provide educational intervention for particular children, to be used by teachers for trial or preview, and/or to help selection and purchase decisions.

GLRS also provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods including innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

GLRS maintains a videotape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

GLRS also provides information and referral for diagnostic services and educational planning for the severely handicapped child.

For further information concerning additional activities, contact the Coordinator, Georgia Learning Resources System, Georgia Department of Education 1970 Twin Towers East, Atlanta, Georgia 30334, (404) 656-2426 GIST 221-2426.

## Georgia Psychoeducational Network

The Psychoeducational Network for Severely Emotionally Disturbed Children are multidistrict programs designed to serve a low incidence population. The projected population for SED is one-half percent of the population (.5%) birth through 18. There are currently 24 programs, each with satellite services providing nonresidential, community-based services including diagnostic, educational, psychological and psychiatric assessment, remedial services such as special education classes, individual/group sessions and parent services.

Each program is responsible for serving children, ages birth through 18, who are severely emotionally disturbed or severely behaviorally disordered. The major admission requirement is the presence of an emotional or behavioral disorder severe enough to require a special education program. Children who are mild to moderate behavior problems or discipline problems are not eligible. Children eligible for psychoed services are characterized by the following.

- Severe emotional disturbances such as, but not limited to, childhood schizophrenia, severe emotional deprivation and adjustment reactions
- Severe behavioral disorders resulting from, but not limited to, autism, neurological impairment, cultural deprivation and developmental lag and family related problems.
- Severe school-related problems manifested in, but not limited to, behavior, socialization, communication and academic skills

The term severely emotionally disturbed does not include socially maladjusted students unless it is determined that they are also severely emotionally disturbed or severely behaviorally disordered. A student whose values (and/or behavior) are in conflict with the school, home or community or who has been adjudicated through the courts or other involvements with correctional agencies, is not automatically eligible for psychoeducational placement. Ordinary classroom behavior problems and social problems, such as delinquency and drug abuse, do not automatically qualify a student for psychoeducational placement.

Referrals are accepted from but not limited to, early childhood programs, private day care programs, community service centers, well-baby clinics, kindergartens, public schools, parents and other child-serving agencies and physicians.

For additional information, contact the Coordinator, Psychoeducational Network for Severely Emotionally Disturbed, Georgia Department of Education, 1970 Twin Towers East, Atlanta, Georgia 30334, (404) 656-2427, GIST 221-2427.

# Program Evaluation

Program evaluation determines areas of program strength or weakness. A comprehensive evaluation process will determine what revisions are necessary to improve program quality. Information should be obtained from all personnel involved in the program including parents, teachers, administrators and ancillary and support personnel.

The following checklist is a guide which may be helpful in developing the overall programming for MiMH students.

| | Yes | No | Comments |
|---|---|---|---|
| **Prereferral Screening**<br>Student Support Team information | | | |
| Student file | | | |
| Documentation of curriculum modification | | | |
| **Eligibility**<br>Students are of legal school age. | | | |
| Each student has individually administered psychological examinations and results on file. | | | |
| 1. All psychologicals are less than three years old. | | | |
| 2. Reevaluations include all educational and psychological assessments initially administered. | | | |
| 3. An eligibility report has been completed. | | | |
| Each psychological report or IEP includes interpretive results of behavior functioning. | | | |
| Observation data, student records and case history have been gathered and reviewed. | | | |
| **Due Process Procedures Followed**<br>Referral date | | | |
| Hearing and vision screening are conducted prior to evaluation. | | | |
| 1. Hearing screening date and results | | | |
| 2. Vision screening date and results | | | |
| 3. Follow-up if necessary | | | |

| | Yes | No | Comments |
|---|---|---|---|
| Parental consent for evaluation<br>1. Date signed | | | |
| 2. Letter includes description of possible tests, etc. | | | |
| Written notice to parents regarding IEP/Placement meeting<br>1. Date sent | | | |
| 2. Participants and titles listed | | | |
| 3. Projected date of meeting | | | |
| 4. Other documentation of notification | | | |
| 5. Appropriate objective criteria | | | |
| 6. Evaluation procedures | | | |
| 7. Schedules for determining mastery | | | |
| 8. Specific special education and related services (list) | | | |
| 9. Time in regular education | | | |
| 10. Transportation (to the special program) | | | |
| 11. Adapted or other specially designed P.E. | | | |
| 12. Initiation of service | | | |
| 13. Duration of service | | | |
| 14. Documentation of at least 2 participants (and positions) other than parents | | | |
| Placement minutes<br>1. Date | | | |
| 2. Options and factors considered, etc. (narrative) | | | |
| Parental consent for placement<br>1. Date | | | |
| 2. Signed (relationship to student) | | | |
| Rights to parents documented at time of<br>1. Consent for evaluation | | | |
| 2. Consent for placement | | | |

| | Yes | No | Comments |
|---|---|---|---|
| Annual review (date) | | | |
| Confidentiality procedures adequate | | | |
| **Comprehensive program and related services**<br>An appropriate program for MiMH students is available at the primary, intermediate and secondary levels. | | | |
| Appropriate related services are available to students receiving special education.<br>1. Physical therapy | | | |
| 2. Occupational therapy | | | |
| 3. Speech therapy | | | |
| Related services appropriate to students' needs are available.<br>1. Transportation | | | |
| 2. Social worker/visiting teacher | | | |
| 3. School nurse/health department | | | |
| 4. School psychologists/psychometrists | | | |
| 5. School guidance counselor | | | |
| 6. Audiologist | | | |
| 7. Rehabilitation services counselor | | | |
| 8. Other | | | |
| MiMH students have an opportunity to earn Carnegie Units and earn a regular high school diploma. | | | |
| **Facilities**<br>Programs for MiMH students are housed with nonhandicapped students of comparable chronological age. | | | |
| MiMH classroom space is comparable to that of nonhandicapped classrooms. | | | |
| Storage space for materials and equipment is adequate. | | | |
| When necessary, programs are accessible and architecturally barrier-free. | | | |

| | Yes | No | Comments |
|---|---|---|---|
| **Transportation**<br>Transportation is available for work-study students if designated in the IEP. | | | |
| Specially equipped buses are available for physically impaired MiMH students. | | | |
| Bus routes provide service requiring less than one and one-half hours on route each way. | | | |
| **Education Program**<br>Professional staff involved in selection of<br>1. Curriculum guides | | | |
| 2. Assessment instruments | | | |
| 3. Materials and equipment | | | |
| There is an adopted, adapted or system-written MiMH curriclum guide. | | | |
| Instructional programming provided in<br>1. Functional academics | | | |
| 2. Personal-social skills | | | |
| 3. Daily living skills | | | |
| 4. Occupational preparation and guidance | | | |
| MiMH class sizes adhere to the requirements specified in *Program for Exceptional Children: Regulations and Procedures* | | | |
| Adequate materials and equipment appropriate for the age and instructional needs of the MiMH students are available. | | | |
| There is participation of MiMH students with nonhandicapped in the following.<br>1. Lunch | | | |
| 2. Assembly | | | |
| 3. Library | | | |
| 4. Playground | | | |
| 5. Clubs | | | |

| | Yes | No | Comments |
|---|---|---|---|
| 6. Physical education | | | |
| 7. Music | | | |
| 8. Art | | | |
| 9. Field trips | | | |
| 10. Band and chorus | | | |
| 11. Regular graduation excercises | | | |
| 12. Regular academic classes | | | |
| 13. Other | | | |
| Secondary MiMH students are sucessfully enrolled in regular vocational education programs with the support services of a special education teacher and/or RVI teacher. | | | |
| Coordination of activities between the teacher of the MiMH and rehabilitation services counselor are available to the secondary program. | | | |
| **Personnel**<br>Professional staff hold valid certification in mental retardation and/or interrelated. | | | |
| Paraprofessionals hold appropriate license, and are being used appropriately. | | | |
| Staff are involved in ongoing, planned staff development. | | | |
| Volunteers are trained through ongoing in-service. | | | |
| Staff informed of and provisions made for attending professional meetings, conferences and workshops. | | | |
| Release time is provided for secondary teachers of the MiMH for work-study program supervision. | | | |

| | Yes | No | Comments |
|---|---|---|---|
| **Coordination with Community Agencies**<br>Coordination with community agencies exist between the following agencies or services. | | | |
| Rehabilitation services | | | |
| Mental health | | | |
| Health department | | | |
| Parks and recreation | | | |
| Department of Family and Children's Services | | | |
| Other | | | |

# Additional Resources

This section lists public and private organizations, information clearinghouses, institutes and foundations which can provide additional material regarding the mentally handicapped.

**National**

American Association on Mental Deficiency
5201 Connecticut Ave NW
Washington, DC 20015
(202) 686-5400

American Association of University Affiliated Programs for the Developmentally Disabled (AAUAP)
Executive Director
2033 M St NW
Washington, DC 20036
(202) 333-7880

Center for Developmental Disabilities
A University of Vermont Affiliated Facility Satellite
College of Education and Social Services
499 C Waterman Building
Burlington, VT 05405
(802) 656-4031

Center on Human Development
University of Oregon
1590 Willamette St
Eugene, OR 97401
(504) 686-3591

Children's Defense Fund
Washington Research Project, Inc.
1520 New Hampshire Ave NW
Washington, DC 20036
(202) 483-1470

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388 D South Portal Building
Washington, DC 20201
(202) 245-1961

Council for Exceptional Children
1920 Association Dr
Reston, VA 20291
(703) 620-3660

Developmental Center for Special Education
1619 Mary St
Washington, DC 20036
(202) 737-4864

Epilepsy Foundation of America
1828 L St NW
Washington, DC 20036
(301) 459-3700

Girl Scouts of the U.S.A.
Scouting for Handicapped Girls Program
830 Third Ave
New York, NY
(212) 940-7500

Goodwill Industries of America, Inc.
9200 Wisconsin Ave NW
Bethesda, MD 20014
(301) 530-6500

ERIC Clearinghouse for Handicapped and Gifted
Children Council for Exceptional Children
1920 Association Dr
Reston, VA 22091

Human Resources Center
I.U. Willets Rd
Albertson, NY 11507
(516) 747-5400

The Joseph P. Kennedy, Jr. Foundation
1701 K St NW, Suite 205
Washington, DC 20006
(202) 331-1731

National Association of State Directors of Special Education
1201 16th St NW #301-C
Washington, DC 20036
(202) 822-7933

National Association for Retarded Citizens
2709 Ave E East
P. O. Box 6109
Arlington, TX 76011
(817) 261-4961

National Center on Educational Media and Materials for the Handicapped
Ohio State University
220 West 12th St
Columbus, OH 43210

National Information Center for the Handicapped
P. O. Box 1492
Washington, DC 20013
(202) 347-4986

National Easter Seal Society
2023 West Ogden Ave
Chicago, IL 60612
(312) 243-8000

National Industries for the Severely Handicapped (NISH)
4350 East-West Highway
Suite 1120
Bethesda, MD 20014
(301) 654-0114

National Society For Autistic Children (NSAC)
1234 Massachusetts Ave, NW
Suite 1017
Washington, DC 20005
(202) 783-0125

Office for Handicapped Individuals Clearinghouse
Department of Health and Human Services
338 D Hubert H. Humphrey Building
200 Independence Ave SW
Washington, D.C. 20201
(202) 245-6644

President's Committee on Mental Retardation
7th and D St SW
Washington, D.C. 20201
(202) 245-7634

President's Committee on Employment of the Handicapped
Washington, D.C. 20210
(202) 245-7634

SEMDC Special Educational Materials Development Center
5401 West Bard Ave
Bethesda, MD 20014

Social Security Administration Department of Health, Education and Welfare
Baltimore, MD 21235
(301) 792-7100

The Association for Severely Handicapped
7010 Roosevelt Way, N.E.
Seattle, Washington 98115
(206) 523-8446

United Cerebral Palsy Association, Inc.
66 East 34th St
New York, NY 10016
(212) 447-8205

U.S. Department of Education Office of Special Education
400 Maryland Ave SW
Washington, DC 20202
(202) 245-2709

**State**

Cerebral Palsy Center
1815 Ponce deLeon Ave NE
Atlanta 30307
(404) 377-3836

Crippled Children's Unit
618 Ponce deLeon Ave NE
Atlanta 30308
(404) 894-4081

Epilepsy Foundation of America, Inc. Georgia Chapter
100 Edgewood Ave
Atlanta 30329
(404) 523-4197

Emory University Children's Clinic
1711 Uppergate Dr NE
Atlanta 30322
(404) 329-5884

Georgia Association of Retarded Citizens
1851 Ram Runway
Suite 104
College Park 30337
(404) 761-3150

Georgia Center for the Multihandicapped
1815 Ponce deLeon Ave NE
Atlanta 30307
(404) 378-5433

Georgia Chapter National Multiple Sclerosis Society
1776 Peachtree Rd NW
Suite 640
Atlanta 30309
(404) 874-9797

Georgia Department of Education
Program for Exceptional Children
1970 Twin Towers East
Atlanta 30334
(404) 656-2426 GIST 221-2426

Georgia Department of Human Resources
Division of Rehabilitation Services
878 Peachtree St
Atlanta 30309
(404) 894-6670

Georgia Department of Human Resources
Division of Mental Health/Mental Retardation
878 Peachtree St.
Atlanta 30309
(404) 878-6326

Georgia Mental Health Institute
1256 Briarcliff Rd
Atlanta 30306
(404) 894-5911

Georgia Rehabilitation Center
Warm Springs 31830
(404) 655-2000

Georgia Retardation Center
4770 North Peachtree Rd
Chamblee 30338
(404) 393-7000

Kidney Foundation of Georgia
3330 Peachtree Rd NE
Suite 350
Atlanta 30326
(404) 755-3443

Leukemia Society of America, Inc.
Greater Georgia
1750 Peachtree Rd
Room 350
Atlanta 30309
(404) 873-3666

Muscular Dystrophy Association
Atlanta Area Chapter
1700 Century Center
Atlanta
(404) 636-1583

# Appendix A

## *Adaptive Behavior*

"Adaptive behavior" is an evolving concept that has assumed an important role in the identification of mental handicaps at all levels of severity. It is diagnostically important at the MiMH level, since it distinguishes between mentally handicapped individuals and those whose functional limitations are less pervasive. Adaptive behavior is a developmentally determined set of coping skills. Because of the changing emphasis of adaptive functioning at different ages and the complexity of the concept, no single test is alone sufficient. In infancy, the focus is on sensorimotor, self-help, communication and socialization skills. By childhood and early adolescence, emphasis has shifted to academic skills, including group activities. Older adolescents and adults are primarily concerned with vocational demands and more complex social responsibilities.

A student's adaptive behavior evaluation should document specific examples of deficient functioning to confirm that a mental handicap exists. Academic failures are examples of deficient adaptive behavior; however, significant deficiences should be documented in other behaviors that are not academic-specific, and that may also be manifested within the student's environment. Adaptive behavior is generally assessed through multiple means, such as formal (standardized) and informal instruments, interviews and observations. A standardized adaptive behavior instrument yields estimates of functioning while informal methods allow the evaluator to assemble information in areas not addressed by a standardized instrument. All information collected on nonacademic adaptive behavior should be evaluated along with academic adaptive skills.

### *General Considerations in Formal Assessment of Adaptive Behavior*

Academic failure may represent a serious deficiency in the adaptive behavior of school-age students. It is the responsibility of the schools to determine whether this failure is part of a *pattern* of adaptive deficiency or whether the teaching and learning process itself is the cause of the failure. If the student has a mental handicap, then other examples of deficient adaptive functioning should be observable in areas other than academics.

Deficiencies can be divided into academic vs nonacademic categories more easily than in-school vs out-of-school distinctions. This is because adaptive behaviors overlap across settings. Social skills that are deficient in the community will likely be similarly deficient in the lunchroom or in the classroom. Academic shortcomings may be observable in practical situations outside the school, such as reading a bus schedule, telling time and handling money. A mental handicap will manifest itself, therefore, in multiple adaptive dysfunctions including academic and nonacademic areas.

To guard against bias and to discount unreliable sources, an evaluation of adaptive behavior should involve as many relevant perspectives as possible. The use of standardized instruments helps to minimize bias and allows norm-referenced interpretation of findings. However, because of the complexity of the concept, it's developmental nature and the serious limitations of even the best instruments at different ages, no single instrument - standardized or not - is sufficient to comprehensively evaluate every student's adaptive behavior. Thus, there is a need for multiple sources of information. Distinction must be made between adaptive behavior instruments that are suited for identification/eligibility purposes and those whose use is intended for planning/intervention. The former are most useful for the interpretive significance of their scores, while the latter serve better in determining specific educational objectives once a student has been placed in special educatin.

Various professionals in the school system can be trained as collectors of adaptive behavior information. It is essential that persons desig-

nated to administer formal instruments understand the nature of adaptive behavior and be thoroughly trained to administer the specific instrument(s). In turn, it is equally essential to ensure that persons being interviewed or responding to an instrument understand the nature of the information being requested. If persons other than the psychologist are designated to administer an instrument, they should be thoroughly familiar with its scope, method of administration, subtle aspects and limitations.

As part of the data from a comprehensive evaluation, adaptive behavior should be specifically addressed in the psychological report of the evaluation, the MiMH eligibility report, as well as in the present level of performance section of the IEP.

### *Considerations in Choice of Adaptive Behavior Instrument*

- It should be normed on a population sample that is relevant to the assessment need.
- Very old norms should be viewed with caution.
- Norms should report any evidence of significant group differences (socioeconomic status, ethnicity, sex, etc.).
- Scores for specific behavior subareas should provide a clear picture of adaptive functioning in those areas, with interpretive guidance provided by the publisher.
- Age range of the test should provide an adequate floor for low-functioning students and sufficient ceiling for higher functioning students.

### *Results of Adaptive Behavior Assessment*

All pertinent aspects of a student's adaptive behavior should be weighed carefully when integrating results into a meaningful whole. Clinical impressions should be compared with formally assessed data. Recommendations by the publisher(s) of an adaptive behavior instrument(s) should be carefully examined since they vary greatly from instrument to instrument. Conclusions about a student's adaptive behavior level should be clearly indicated by a variety of information gathered from all available sources.

# Appendix B

## *Suggested Mildly Mentally Handicapped Eligibility Report*

**Date** _____

**Name** _____ **School** _____

**Date of Birth** _____ **Grade** _____

**I. Evaluation Results of Eligibility Criteria**

A. Intellectual functioning (relevant psychological information, strengths, weaknesses, etc.)

_____

_____

_____

B. Comprehensive educational assessment (types of tests, dates, narrative results)

_____

_____

_____

C. Adaptive behavior (summary of formal and informal instruments, interviews, observations, etc.) _____

_____

_____

D. Other _____

_____

_____

**II. Additional Information**

A. Significance of environmental, cultural, or economic factors (social history summary) _____

_____

_____

B. Educationally relevant medical data _____

_____

_____

C. Observation results (behavioral) _____

_____

_____

**III. Other Information**

A. Alternative instructional approaches (modifications in materials, instructional techniques, seating, length of time, results) _____

_____

_____

B. School counseling (by whom, over what period of time, with what results) _____

_____

_____

C. Parent contacts/conferences (when, what type, by whom, results, etc.) _____

_____

_____

D. Behavior management/disciplinary action _____

_____

_____

## To Be Completed at Time of IEP Placement Meeting

**The evaluation information indicates that this student**

☐ **is eligible for MiMH services.**

☐ **is not eligible for MiMH services.**

**Basis for making the determination of eligibility (conclusions)** _____

_____

_____

_____

| **Participants** | **Position** |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

# Appendix C

## *College And University Training Programs*

**Albany State College**

Chairperson
Department of Psychology
504 College Dr.
Albany 31705
(912) 439-4109 or 439-4334
or GIST 341-4896

**Armstrong State College**

Dean
School of Education
11935 Abercorn St.
Savannah 31406
(912) 927-5280 or GIST 369-5279

**Atlanta University**

Chairperson
Special Education Department
223 Chestnut St.
Atlanta 30314
(404) 525-5098

**Augusta College**

Coordinator
Department of Special Education
School of Education
2500 Walton Way
Augusta 30910
(404) 737-1496 or 737-1497
or GIST 337-1496

**Berry College**

Chairperson
Department of Education
Mt. Berry 30149

**Brenau College**

Chairperson
Division of Education and Graduate Study
Gainesville 30501
(404) 534-6299

**Columbus College**

Chairperson
Department of Clinical Programs
School of Education
Columbus 31993-2399
(404) 568-2222
or GIST 251-2301

**Emory University**

Program Director
Graduate Program of Communicative Disorders
P.O. Drawer WW
Atlanta 30322
(404) 329-6468 or 329-7790

**Georgia College**

Chairperson
Department of Special Education
Milledgeville 31061
(912) 453-4577 or 453-5187
or GIST 364-5121

**Georgia Southern College**

Head
Elementary Education with Special Education
Statesboro 30459
(912) 681-5121 or GIST 364-5121

**Georgia Southwestern College**

Coordinator
Special Education Programs
Americus 31709
(912) 928-1283 or GIST 345-1283

**Georgia State University**

Chairperson
Department of Special Education
University Plaza
Atlanta 30303
(404) 658-2310 or GIST 223-2310

**Lagrange College**

Chairperson
Department of Education
LaGrange 30240
(404) 882-2911

**Mercer University**

Chairperson
Department of Education
Macon 31207
(912) 744-2700

**North Georgia College**

Coordinator
Special Education Department
Dahlonega 30597
(404) 864-3391 or GIST 224-6310

**Tift College**

Chairperson
Department of Education
Forsyth 31029
(912) 994-6739

**University of Georgia**

Chairperson
Division of Exceptional Children
570 Aderhold Hall
Athens 30602
(404) 542-1151 or GIST 241-3030 or 2165

**Valdosta State College**

Head
Special Education Department
Valdosta 31601
(912) 333-5932 or GIST 333-5605

**West Georgia College**

Chairperson
Department of Special Education
Carrollton 30117
(404) 834-1332 or GIST 232-1332

# Appendix D

## *Selected Curriculum Guides and Materials for the Mildly Mentally Handicapped*

**An Activity of Daily Living (Curriculum) for Handicapped Adults);** Stout Menominie, Wis. 54751; 1978; $15.00; 300+; EMR, TMR, Sev. & Prof., ED, LD; Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Mult. Hand.; Post High School

**Adapted Physical Education Guide;** State Department of Education, 868 State Office Bldg., Montgomery, Ala. 36130; 1978; $2.00; 128p.; EMR, TMR, Sev. & Prof., ED, LD; Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.; Preschool, Primary, Intermediate, Jr. High, Sr. High

**Basic Life Functions Instructional Program Model;** Wisconsin Department of Public Instruction 125 South Webster St., P.O. Box 7841, Madison, Wis. 53707; 1978; $12.00; 668p.; EMR, TMR; Intermediate, Jr. High

**Basic Skill Sequence in English;** Vermont State Department of Education, Department of Special Education and Pupil Personnel Services, Montpelier, Vt 05602; 1978-79; $6.50; 192p.; EMR, TMR, LD, English; Primary, Intermediate, Jr. High, Sr. High

**Basic Skills Sequence in Math;** Vermont State Department of Education, Department of Special Education and Pupil Personnel Service, Montpelier, Vt 05602; 1978-79; $6.50; 263p.; EMR, TMR, LD, Mathematics; Primary; Intermediate, Jr. High, Sr. High

**Being Me: Social-Sexual Curriculum for Developmentally Disabled;** Ed Nick, Box 3612, Portland, Ore. 97208; 1980; $30.00; app. 200p.; EMR, TMR, Sev. & Prof., Sex Education; Sr. High, Post High School

**Career Education for the Exceptional Student;** South Carolina Department of Education, Columbia, S. C. 29201; 1979; 106p.; EMR, ED, LD, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Career; Primary, Intermediate, Jr. High, Sr. High

**Community Based Work and Independent Living Training for Deaf-Blind and Other Severely Disabled Youth and Young Adults;** Education Service Center, 1314 Himes, San Antonio, Texas 78208; free or at cost of printing; 2 vols.; 75p. ea; EMR, TMR, Deaf, Blind, Deaf/Blind, Phys. Hand., Mult. Hand.; Jr. High, Sr. High, Adult Training

**Competency Based Curriculum Guide;** District of Columbia Public Schools, Washington, DC 20001; 1981; 860p.; EMR, TMR, Sev. & Prof., Phys. Hand., Mult, Hand., Career-Vocational

**Competency Based Curriculum Guide: Employment Foundations;** District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, Webster Administration Building, 10th and H Streets, N.W., Washington, DC 20001; 1981; 860p.; EMR, TMR, ED, LD, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand., Career; Intermediate, Jr. High, Sr. High, Post High School

**Competency Based Curriculum Guide: Foundations;** District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, Webster Administration Building, 10th and H Streets, N.W., Washington, DC 20001; 1980; 901p.; EMR, TMR, ED, LD, Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.; Infant, Preschool

**Competency Based Technique for Training the Mentally Handicapped in Appropriate Vocational Education Programs as Automotive Mechanics Helpers;** Westmoreland Inter. Unit, 222 E. Pittsburgh St., Greensburg, Penn. 15601; 1976-77; $10.00; 265p.; EMR, Career-Vocational; Senior High

**Competency Based Technique for Training the Mentally Handicapped in Appropriate Vocational Education Programs as Carpentry Helpers;** Westmoreland Inter.

Unit; 222 E. Pittsburgh St., Greensburg, PA 15601; 1976-77; $10.00; 213p. EMR, Career-Vocational; Senior High

**Competency Goals and Performance Indicators;** North Carolina State Department of Public Instruction; Raleigh, NC 27611; 1979; $3.00; 282p.; EMR, ED, LD, Blind, Gifted, Phys. Hand.; Primary, Intermediate, Jr. High, Sr. High

**Competency Goals and Performance Indicators: Emh Learners;** North Carolina State Department of Public Instruction; Raleigh, NC 27611; 1980; $3.00; 140p.; EMR; Primary, Intermediate, Jr. High, Sr. High

**Curriculum and Methods for the Mildly Handicapped;** Allyn & Bacon, Inc.; 470 Atlantic Ave., Boston, Mass. 02210; 1982; 259p.; EMR; Primary, Intermedite, Jr. High, Sr. High

**Data-based Classroom for the Moderately and Severely Handicapped;** Instructional Development Corp.; P. O. Box 361, Monmouth, OR 97361; 229p.; EMR, TMR, Sev. and Prof., Speech, Hearing, Language, Phys. Hand., Mult. Hand.; Infant, Preschool, Primary, Intermediate, Jr. High

**Development and Implementation of Programs for Secondary-aged Handicapped Students;** Illinois State Board of Education; 100 N. First Street - E-223, Springfield, Ill. 62704; free; limited supply; 7p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.; Jr. High, Sr. High

**Developmental Programming for Infants and Young Children;** University of Michigan Press; Ann Arbor, MI; 1977, 1981; $18.00; (vol. 1, 2, 3); 250p.; EMR, TMR, Mult. Hand., Parent; Infant

**Environmental Language Intervention Program;** Charles E. Merrill Publishing Co.; 1300 Alum Creek Drive, Box 508, Columbus, OH 43216; 1978; $65.95; manual, 3 books, 3 tests; EMR, TMR, Sev. and Prof., Speech, Language, Down's Syndrome

**Establishing and Managing Adaptive School Learning Environments: the Self-Schedule System;** Mafex Associates; Box 519, Johnstown, Penn. 15907; 1980; $7.00; 43p.; EMR, ED, LD, Gifted; Primary

**Everyday Skills Program (Vocational Program for Secondary Special Education);** Prince George's County Public Schools; Upper Marlboro, Md. 20870; 1977 rev.; EMR, LD, Career-Vocational; Sr. High

**Guide to Vocational Assessment and Development for Multiply Handicapped Youth;** Meeting Street School; 667 Waterman Ave., E. Providence, R. I. 02914; 1982; free; limited supply; 50p.; EMR, TMR, LD, Phys. Hand., Mult. Hand., Career-Vocational; Sr. High

**I Can + and - Arithmetic: ASIEP** Education Co.; 3722 SE Clam, Portland, Ore. 97212; 1976; $88.50; manual & 3 workbooks; EMR, TMR, LD; Preschool, Primary, Intermediate

**I Can Preprimary Motor and Play Skills:** MSU Marketing, Room 315 Eppley Center, Michigan State University, East Lansing, Mich. 48823; 1980; $28.00; 400p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind; Preschool, Primary

**I Can Primary Skills (Aquatics, Body Management, Fundamental Skills, Health);** Hubbard; P. O. Box 104; Northbrook, IL 60062; 1976; $495.00; 4 modules; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind; Preschool, Primary, Intermediate, Jr. High, Sr. High

**I Can Sports - Leisure Skills (Team Sport, Dance and Individual Sports, Backyard/Neighborhood Activities, Out-Door Activities);** Hubbard; P. O. Box 194, Northbrook, Ill. 60062; 1979; $415.00; 4 modules; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Mult. Hand.; Preschool, Primary, Intermediate, Jr. High, Sr. High

**Indiana Home Teaching System (rev. ed.);** Developmental Training Center; 2853 E. 10th St., Bloomington, Ind. 47405; 1982; write for info.; 16 vols.; EMR, TMR, Sev. and Prof., Speech, Hearing, Language, Deaf, Blind, Phys. Hand.; Mult. Hand.; Infant, Preschool

**Indiana Home Teaching System (rev. ed.);** Indiana University; Developmental Training Center; 2853 East Tenth St., Bloomington, Ind. 47405; 1982; to be announced; 16 vols.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language; Infant, Preschool

**Instructional Modules for a Vocational Curriculum;** Westmoreland Intermediate Unit; 222 E. Pittsburgh Rd., Greensburg, Penn. 15601; 1973-74; $10.00; 260p.; EMR, Career-Vocational; Sr. High

**Instrumental Enrichment Program** (paper/pencil curric. + teacher guides); University Park Press; 300 N. Charles St., Baltimore, Md. 21201; $325.00/class set; EMR, TMR, ED, LD, Speech, Hearing, Language, Deaf, Gifted; Intermediate, Jr. High, Sr. High, Post High School

**Learning Through Play: A Resource Manual for Teachers and Parents (Birth to 3 Years);** Teaching Resources Corp.; 50 Pond Park Road, Hingham, Me. 02043; 1983; $19.00; EMR, TMR, ED, LD, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Parent; Infant, Preschool

**Mainstreaming Students with Learning and Behavior Problems: Techniques for the Classroom Teacher;** Holt/Rinehart/Winston; 383 Madison Ave., New York, N. Y. 10017; 1981; EMR, ED, LD, Deaf, Blind, Phys. Hand., Mainstream; Primary Intermediate, Jr. High, Sr. High

**Mississippi Developmental Curriculum Guide: Vol. 1;** State Department of Education; Special Education Section, P. O. Box 771, Jackson, M. S. 39205; 1973; $50.00; 555p.; EMR, TMR, Sev. & Prof.

**Nevada Teachers' Resource Kit;** Nevada Dept. of Education; Capitol Complex, Carson City, Nev. 89701; 1979; free; limited supply; 588p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Mult. Hand.; Preschool, Primary, Intermediate, Jr. High, Sr. High

**Northville Public Schools/Special Education Program Curriculum;** Northville Public Schools; 501 West Main St., Northville, Mich. 48167; 1977-1982; $50.00; 10 volumes; EMR, TMR, Sev. Prof., ED, Deaf, Blind, Mult. Hand.; Infant, Preschool, Primary, Intermediate

**Peabody Developmental Motor Scales and Program Activity Cards;** Teaching Resources; 50 Pond Park Rd., Hingham, Me. 02043; 1982; $135.00; EMR, TMR, Sev. & Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind; Infant, Preschool

**Persisting Life Problems Performance Objectives: Mishawaka;** Case Publishing; 429 W. 8th St., Mishawaka, Ind. 46544; $85.00; 2 file boxes; EMR; Primary, Intermediate, Jr. High, Sr. High

**Planning Individualized Education Programs in Special Education;** Hubbard; 1946 Raymond, Northbrook, Ill. 60062; 1977; $8.00; 115p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.; Preschool, Primary, Intermediate, Jr. High, Sr. High

**Portage Checklist;** Portage Project; CESA 12; Box 564, Portage, Wis. 53901; EMR, TMR; Preschool

**Preparing for Lifetime Needs: Curriculum for Students with Special Needs;** Helena Special Education; Helena Public Schools, Helena, Mont.; 50p.; EMR, TMR, LD; Jr. High, Sr. High, Post High School

**Primary Education Program (PEP);** Mafex Associates, Inc.; Box 519, Johnstown, Penn. 15907; 1978; $200.00; 9 manuals, handbook, diag. test kit; EMR, ED, LD, Gifted; Primary

**Procedures to Guarantee and Individualized Educational Program;** Department of Public Instruction; Bismark, N. D. 58505; 1978; limited supply; 137p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.

**Pals Program for Acquisition of Language with Severely Impaired;** Charles E. Merrill; 1300 Alum Creek, Box 508, Columbus, Ohio 43216; 1982; $60.00; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Mult. Hand.; Infant, Preschool

**Project More (Daily Living Skills);** Edmark Associates; P. O. Box 3903, Bellevue, Wash. 98009; EMR, TMR, Sev. and Prof., ED, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Mult. Hand.; Post High School

**Promise: Programs for Orthopedically Mulitply Impaired in Self-Realization;** Meeting Street School; 667 Waterman Ave., East Providence, R. I. 02914; 1980; free while supply lasts; 147p.; EMR, TMR, LD, Phys. Hand.; Intermediate, Jr. High

**Resource Manual for Mildly Mentally Handicapped;** Georgia Department of

Education; Twin Towers East, Atlanta, Ga. 30334; MiMH; MoMH; SMH; PMH; BD; SLD; SI; HI; VI; D/B; OH; Adapted PE

**Sandusky City Schools Achievement Based Curriculum;** Sandusky City Schools; Special Education Services; 407 Decatur, St., Sandusky, Ohio 44870; 1983; $60.00; 800p.; EMR, TMR, ED, LD, Mult. Hand., Minimum Competencies — Intervention

**Santa Cruz Special Education Management System;** VORT Corp.; P. O. Box 11132, Palo Alto, Calif. 94306; 1973; 183p.; EMR, TMR

**SCOR Curriculum Vols. 1 and 2 (Independent Living Skills):** Sonoma County Organization for the Retarded and Department of Educations; Sonoma State College; Santa Rosa, CA; 1977; vol. 1-245p.; vol. 2-500+p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Phys. Hand., Mult. Hand.; Sr. High, Post High School

**Secondary Adapted Curriculum;** School District of Philadelphia; 13th and Spring Garden St., Philadelphia, PA 19123; 130p.; EMR, ED, LD; Sr. High

**Share and Tell: Teacher Made Materials;** Illinois State Board of Education; 100 North First - E-223, Springfield, Ill. 62777; free; limited supply; 131p.; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind, Gifted, Phys. Hand., Mult. Hand.; Infant, Preschool, Primary, Intermediate, Jr. High, Sr. High

**Social Competence Intervention Package for Preschool Youngsters;** Exceptional Child Center; UMC-68; Utah State University, Logan, Utah, 1981; $12.00; 60p.; EMR, TMR, Sev. and Prof., ED, Phys. Hand., Mult. Hand.; Preschool, Primary

**Socialization and Sexuality Curriculum (Socialization/Self-concept Series);** Noble Center, 2400 N. Tibbs, Indianapolis, Ind. 46222; 1979; $15.00; 36p.; EMR, TMR, Sex Education; Post High School

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**Target on Language;** Christ Church Child Center; 8011 Old Georgetown Rd., Bethesda, Md. 20814; 1974; $21.00; 393p.; EMR, TMR, LD, Speech, Hearing, Language, Deaf, Phys. Hand., Mult. Hand., Preschool, Primary

**Teacher Workbook on Family Life Education;** Family Life Education/UC-SF; 814 Mission St., 2nd Floor, San Francisco, Calif. 94103; $10.00; EMR, TMR, Sev. and Prof., ED, LD, Speech, Hearing, Language, Deaf, Blind Gifted, Phys. Hand., Mult. Hand., Family Life Education; Primary, Intermediate, Jr. High, Sr. High

**Teaching Functional Academics (A Curriculum Guide for Adolescents and Adults with Learning Problems);** University Park Press; 300 North Charles St., Baltimore, Md. 21201; 1982; $20.00; 276p.; EMR, TMR, ED, LD, Mult. Hand., Jr. High, Sr. High, Post High School

**Teaching Interpersonal and Community Living Skills (A Curriculum Model for Handicapped Adolescents and Adults);** University Park Press; 300 North Charles St., Baltimore, Md. 21201; 1982; $20.00; 288p.; EMR, TMR, ED, LD, Speech, Hearing, Language, Mult. Hand.; Jr. High, Sr. High, Post High School

**Telephone Skills for Mildly and Moderately Handicapped Adolescents;** Teaching Research Publications; 345 N. Monmouth Ave., Monmouth, Ore. 97361; in press; $15.00; EMR, ED, LD, Career-Vocational; Jr. High, Sr. High

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**Suggestions for Junior High and Secondary Levels of Educable Mentally Retarded;** Maine Department of Educational and Cultural Services; Division of Special Education, Station 23, Augusta, Me. 04333; 1971; 381p.; EMR, Jr. High, Sr. High

**Suggestions for Primary and Intermediate Classes for the Educable Mentally Retarded;** Maine Department of Education and Cultural Services; Division of Special Education, Station 23, Augusta, Me. 04333; 1971; 352p.; EMR; Primary, Intermediate

# Appendix E

## *Considerations in the Selection of Instructional Materials*

**Entry Skills**
Are the entry behaviors demanded by the material easy to ascertain?
Are the students capable of making the responses required by the material?
Does the material provide a method to determine initial placement?

**Content**
Does the content reflect general knowledge and research in the content area?
Is the material current?
Is the material accurate?
Are the concepts presented clearly?
Does the material present the major concepts that you wish to stress?
Is adequate practice of the skill provided?

**Sequence**
Is the sequence evident in the material?
Does the material proceed in a logical order?
Are the steps in the sequence small?

**Objectives**
Are objectives stated for the material?
Are the objectives stated similar to your objectives?

**Ongoing Assessment**
Does the material suggest assessment methods?
Would the material adapt to ongoing assessment?

**Feedback**
Does the material include provisions for correction and feedback to pupils?
Can a feedback procedure be established for the material?

**Adaptability to Individualization**
Does the student make an independent response?
Can the student progress independently?
Can the student be placed in the material at his or her own level?
Can the student advance to subsequent tasks when he or she has demonstrated proficiency?
Does the material encourage active pupil participation?
Does the material provide for a student response that can be evaluated?

**Physical Characteristics**
Is the material attractive and of good quality?
Is the type size suitable to the maturity of the students?
Do the illustrations enhance the material?
Do pages have more than one student task per page?

**Information to Teacher**
Is essential background information provided?
Is the sequence of the material specified?
Are the instructions to you clear and complete?
Are there reproductions of the student text in your manual?
Can you easily locate practice and review pages?
Do you need any specific knowledge of training?

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Lowenbraun, Sheila and Affleck, James Q., editors, *Teaching mildly handicapped children in regular classes*. Columbus, Ohio: Charles E. Merrill, 1976, pp. 66-67.

# Appendix F

## *Adapting Curricula For Mildly Handicapped Students*

### *Introduction*

Curriculum development refers to the formal identification of concepts and operations which are to be deliberately taught in the schools. Those skills and operations are generally organized into what is commonly known as a curriculum guide. Districts develop these guides to serve as a reference for instruction. By consulting a curriculum guide, a teacher is able to select the appropriate content material which is to be covered throughout the school year. This selection is made according to the age or grade level of the pupils involved. In addition to content areas, a curriculum guide lists suggested materials and techniques which may be used in presenting the concepts.

An ideal curriculum is designed to be used with all learners. This, however, is not always the case. Elementary and secondary school curriculum guides do not generally lend themselves to direct use with students with learning problems or mildly handicapping conditions. Modifications must be made before regular education curricula can be used to meet the needs of all individuals.

### *Curricula for Mildly Handicapped Students*

Inherent in P. L. 94-124 (Education for All Handicapped Children Act, 1975) is the challenge to provide a curriculum which not only meets the specific needs of individual students, but facilitates integration into the mainstream of society. Special education curricula for mildly handicapped students, therefore, should coincide with regular education whenever possible. Academic and social skills which are necessary to function adequately in society should be taught to all students despite identified handicapping conditions.

Individualization is the central focus of special education programming. An educational plan is developed for individuals in order to insure that the skills to be taught are both relevant and at the appropriate educational level. The use of the diagnostic-prescriptive approach to instruction and the analysis of tasks or skills facilitate individualization.

### *Diagnostic-prescriptive Teaching*

The diagnostic-prescriptive approach to instruction provides a basic mechanism for structuring individual student programs. The starting point for developing an educational plan is the identification of key competencies in each of the subject areas including reading, language arts, mathematics, and social behavior. *Essential Skills for Georgia Schools* (Georgia Department of Education, 1980) lists the basic skills in the various subject areas to be taught in the schools. The skills are arranged sequentially from easiest to most difficult. For instance, language arts is divided into ten separate topics including language study, listening skills, reading readiness, and word recognition. Each topic is further divided into specific concepts or skills. In the case of reading readiness, it is expected that the student will exhibit the following skills.

1. Discriminate auditory similarities and differences in commonly used words in and out of context.
2. Discriminate visual similarities and differences in commonly used words in and out of context.
3. Identify the letters of the alphabet, high-interest words and phrases that appear frequently in his or her environment.
4. Analyze and interpret pictures, people, and events using elaborated language.
5. Demonstrate understanding of terms used in reading instruction, e.g., top of page, left-to-right progression, beginning and ending of words.

Competencies are generally identified by school districts and published in their curricu-

lum guides. It is the responsibility of educators to select appropriate competencies for students based on diagnostic results. Competencies need to be individualized since not all students are currently functioning at the same level.

The diagnostic-prescriptive approach to instruction facilitates individualization. It is an attempt to identify the most effective instructional strategies and techniques for students who may differ on any number of variables which are assumed to be directly related to academic progress. For instance, a particular student may find that auditory presentation of material makes learning easier and faster as compared to the visual or kinesthetic (manipulative) approaches. Certain instructional materials may even facilitate learning for some students. These considerations are all included in diagnostic-prescriptive teaching.

The diagnostic-prescriptive teaching process which facilitates this individualization includes four major steps. The first is the administration of a *diagnostic evaluation* to determine an individual's level of functioning as well as learning strengths and weaknesses. Results from standardized tests, informal inventories, observational data, and case histories are analyzed to help instructors develop a prescriptive plan. The development of the *prescriptive or instructional intervention plan* is the second step in the process. The prescription is a written document which includes

a. instructional goals
b. teaching methods and strategies
c. materials
d. means of determining instructional success.

The content of the prescription is based on diagnostic results and the key competencies or expectations previously set by the school district in its curriculum guides. The third step in the dianostic-prescriptive teaching process is the actual *implementation* of the instructional plan. The final step includes the *refinement* of teaching strategies based on documentation of student progress.

## *Task Analysis*

Task analysis of learning objectives is a procedure which may be used with diagnostic-prescriptive teaching. Once diagnostic results are analyzed and appropriate academic and/or social competencies are selected from the curriculum guides, the instructor uses the procedures associated with task analysis. Task analysis means breaking down key academic and social competencies into smaller more manageable parts. For example, the following is a key competency listed in *Essential Skills for Georgia Schools*, 1980.

*The learner will demonstrate an understanding of and use structural analysis cues and the related principles of syllabication, accent, contractions, abbreviations, possessive forms, compound words, plural forms and word parts.*

This competency covers many skills and will have to be broken down into simpler statements or skills for it to be useful in planning instruction. It can be task analyzed into the following eight subskills.

Demonstrate an understanding of and

1. use syllabication principles.
2. use accent principles.
3. use contractions.
4. use abbreviations.
5. use possessive forms.
6. use compound words.
7. use plural forms.
8. use word parts.

Even these eight subskills may be broken down further into smaller teaching steps. The first subskill might be broken down like this.

Student will divide words using

a. two syllables.
b. three syllables.
c. three or more syllables.

To perform a task analysis the teacher should follow these five steps.

1. **Identify the main task or skill.** The main task should be expressed so that the teacher can observe the learning. It is better to say, "The student will verbally identify the sight vocabulary words listed in the second level of his or her reading book," than "The student will demonstrate an understanding of and use various aids to develop and expand vocabulary." Verbal identification can be measured-understanding cannot.

2. Break the main task down into smaller teaching steps.
   Subtasks must be identified at progressive levels of complexity leading up to accomplishment of the main task.
3. Sequence the subtasks from simple to more complex. Complex tasks are made up of a combination of simpler tasks. Students, therefore, must learn simpler tasks first.
4. Identify prerequisite skills.
   Any and all skills needed prior to initiation of instruction must be identified.
5. Identify student's entry level.
   Begin where the student currently is then teach to where you want the student to go. Instruction must begin at the appropriate level for each student.

Here is an example of the process.

**Example**

***Based on formal and informal test results, it was determined that this student was reading on a first-grade level. She had some sight vocabulary and could verbally identify the letters of the alphabet. She was having difficulty with phonic skills.***

Step 1 states that the teacher should specify a main task or objective.

**Main Task**—Using the first-grade reader, the student will read each assignment orally and silently and answer 80 percent of all questions correctly.

In order for the student to achieve the main task, it is suggested that it be broken down into smaller subtasks as described in Step 2.

**Subtask 1**—Given the 220 Basic Sight vocabulary cards, the student will verbally identify at least 200 words.

**Subtask 2**—Given 50 vocabulary words introduced in the first-grade reading book presented one at a time on flash cards, the student will verbally identify at least 40 of the words.

**Subtask 3**—Given 20 words presented orally by the teacher each beginning with a different consonant sound, the student will verbally identify the beginning letter for at least 16 of the words.

**Subtask 4**—Given 20 words presented orally by the teacher each ending with a different consonant sound, the student will verbally identify the ending letter for at least 16 words.

**Subtask 5**—Given 20 words written on flash cards each beginning with a different consonant, the student will pronounce the beginning sound for at least 16 words.

**Subtask 6**—Given 20 words written on flash cards each ending with a different consonant, the student will pronounce the ending sound for at least 16 words.

**Subtask 7**—Given 20 words presented orally by the teacher, the student will verbally identify those words which have the same medial sounds.

**Subtask 8** — Given five paragraphs taken from the first-grade reading book, the student will read each selection orally with 80 percent accuracy.

**Subtask 9** — Given five paragraphs taken from the first-grade reading book and two questions presented orally by the teacher on each paragraph, the student will verbally answer at least eight of the questions correctly.

**Subtask 10** — Given five paragraphs taken from the first-grade reading book and two questions presented orally by the teacher on each paragraph, the student will read each paragraph silently and answer at least eight of the questions correctly.

Each subtask is directly related to and leads up to the main task. Each of the subtasks may be broken down even further, if desired.

Step 3 suggests that the subtasks be sequenced from simple to more complex. There are prerequisite skills described in Step 4 associated with this particular task analysis example. The student needs to be able to verbally identify the letters of the alphabet and understand the directions beginning, ending, and middle. Step 5 calls for the identification of the student's entry level. In other words, it is possible that a student does not have to start from the beginning in learning a skill. Subtasks may be skipped, if necessary.

A teacher can design an instructional program based upon a task-analyzed sequence of skills. Instruction continues throughout the sequence with the student accomplishing one subtask after another until the main task is reached.

Keep in mind that task analysis may be altered to accommodate individual learners. There are five ways of adjusting the process.

1. **Adjust the entry point.**
   The point where you begin teaching in a sequence of subtasks may vary among students. It may be necessary for one student to begin instruction at an easier skill level while another student starts at a more complex level.

2. **Adjust the step size.**
   A particular learner may require a more gradual progression through the sequence of subtasks in addition to a greater number of instructional steps between his or her point of entry and completion.

3. **Adjust use of learning aids.**
   The use of learning aids during instruction can help a student learn a concept more easily. For example, using blocks or manipulative objects may help a student learn to count.

4. **Adjust the method of response.**
   The instructor may change the behavior to be exhibited. For instance if a student has difficulty writing, the teacher may ask him or her to verbally identify the answer rather than record the answer on paper.

5. **Adjust the standards.**
   The criteria for success may be altered by increasing the time span for completing a task or by reducing the number of correct responses required in evaluating student success or progress.

### *Adapting Material*

A common strategy advocated for accommodating individuals with varying exceptionalities is adapting or modifying curriculum materials. For some students only minor adaptations are necessary, while others require more extensive modifications. There are several ways to adapt material. They include (1) changing the format, (2) changing the input/output modes, (3) combining or resequencing commercial materials, (4) supplementing commercial materials and (5) developing original curriculum materials.

**Changing the Format**
This adaptation is the simplest one to make. It entails modifying the physical arrangement of the material without changing either the modes of presentation or response. Changing the format may be used under the following conditions.

- When an assignment is too long and a student cannot maintain his or her attention span.
- When task explanations and examples are inadequate and further clarification is needed.
- When the stimulus items are too numerous and are crowded on a printed sheet in a way that interferes with the student's visual perception.

**Changing Input/Output Modes**
Students receive information through auditory, visual and kinesthetic/tactile modes. Individuals vary according to the mode through which they best receive information. Mildly handicapped youngsters may experience difficulty in acquiring information through the mode of presentation used by the teacher in the classroom. It may therefore be helpful to switch the mode of presentation. For example, reading (visual mode) may pose a problem for a student. A teacher may then include audiotapes, audiovisuals and oral discussion to facilitate learning the material. These techniques emphasize the additional use of auditory modes of presentation.

**Changing or Resequencing Commercial Materials**
Some students require a great deal of practice and repetition in order to fully understand the information presented. Therefore, it may be helpful for an instructor to combine various commercial materials to meet the needs of individuals. The material may also be resequenced in order to fit with the sequence of task-analyzed skills selected for a particular student.

**Supplementing Commercial Materials**
A teacher may need to select additional commercial material to cover the intermediate instructional steps missed in the curriculum.

**Developing Original Materials**
In order to augment the curriculum, a teacher may wish to develop original instructional materials. The specific strengths and weaknesses of individuals must be considered.

## Adaptive Strategies

There are a variety of strategies which may be employed in presenting material to mildly handi-

capped students. They are listed and described below.

- **Multi-media materials**
  The supplemental use of games, teaching machines (e.g. language master), overhead projectors, tape recorders, music and concrete manipulative objects may all facilitate learning by students who find it difficult to attend to paper and pencil tasks.
- **Grouping arrangements**
  Students may be grouped in the classroom according to academic level, academic need, learning style, student interest and patterns of social interaction among students. The method chosen to group students may change according to the lesson presented.
- **Schedules**
  It is recommended that tasks be kept short in length. Difficult assignments should be made in the morning when students are fresher and can think more clearly.
- **Tutors**
  Aides, volunteers or peer tutors may be used to help individualize instruction and reinforce skills that have already been learned.
- **Reinforcers**
  It is suggested that students be reinforced or praised immediately for correct responses when initial learning is taking place. Students must have some positive feeling of how they are progressing.
- **Self-paced options**
  Learning packets on which students may work independently facilitate individualization. Learning centers, activity cards and contracts are also helpful.
- **Real-life situations**
  Content and examples used in presenting material should be relevant to the lives of students.
- **Repetition**
  Review material presented at different intervals in order to insure long-term retention.

**Summary**

Although curriculum guides in regular education are designed to be used with all learners, it was found that changes must be made to accommodate mildly handicapped students. This insert describes a variety of methods associated with adapting curricula to meet the needs of individuals. The ways to adapt currrcula are fairly simple, but on occasion time-consuming. It is suggested that classroom teachers elicit the help of special education resource room teachers if necessary and available. Resource room teachers specialize in individualization and can be great assets in modifying and adapting curricula for particular students.

# Appendix G

## *Teaching Technique: Behavior Modification*

Behavior modification is an effective tool for classroom management. It is based on the principle that behavior which is positively reinforced increases in frequency. Delivering positive consequences for appropriate behavior and ignoring inappropriate behavior is the basic technique. However, it must be used properly to insure effectiveness. Below are a few basic rules.

1) Set up reinforcement system. Post this in room. (i.e., How to earn rewards and what rewards earn.)

2) Reinforce immediately.

3) Use reinforcements liberally at first and at critical times of day.

4) If using check marks,

   (a) Set up in schedule a time to trade check marks for more concrete rewards. May be daily or several times a day or weekly, depending on students.

   (b) Keep each student's check mark card taped to desk with his name on it for easy access and recording.

   (c) Use an unusual colored pen or mark for recording so students may not fill out their own card.

   (d) Keep extra cards and pens and rewards locked up.

   (e) Be very definite about how many checks can be earned for what. Never argue.

   (f) Students start with 0 checks and earn checks for appropriate behavior, work, etc. As a rule, checks are not taken away.

5) Make a variety of reinforcers available to children and change frequently. Different children will work for different reinforcers. Ask the child what activities or items he wishes to work for.

6) Reinforce only appropriate behavior - attention for inappropriate behavior is reinforcing!

7) Use activities or privileges as reinforcers. They're just as effective and much cheaper. Free time, art projects, extra TV time, extra desserts are good.

8) Do what you say you will do! Stick to the rules.

9) "Shape" behavior by reinforcing improvements in behavior. Reward successive approximations. Lower expectations if necessary so that student may experience success and reward.

10) Slowly require more work for less pay-off.

11) Always pair your intangible, social approval with the concrete, tangible rewards. The goal is to gradually withdraw the tangibles.

12) Be consistent! Give the system a fair try. You can't change behaviors overnight which have developed over years.

13) Be positive! Force yourself to search for "Good" rewardable behaviors and ignore deviants as much as possible!

**Helpful Strategy For a Classroom Contingency Management Program**

1. Specify Explicit Rules
   a. As democratic as possible
   b. Discuss with class periodically
   c. Keep at a minimum and simple
   d. State in a positive manner
   e. Post conspicuously around room
2. Try not to attend to unacceptable behavior. Ignore as much as possible. Remember, **your attention** (positive or negative) is rewarding to the offender.
3. Try to control peer attention to unacceptable behavior i.e. reward them for ignoring "bad" behavior

4. Use appropriate punishment (i.e. "time out" or withdraw privileges) only when absolutely necessary. When a privilege is withdrawn, be sure to specify a way to earn it back.
5. Praise, attend to and reward desirable behavior. Don't take good behavior for granted. "Catch a kid being good" and reward, reward, reward!
6. Highly reward incompatible appropriate behavior. Make "Not punching" behavior more rewarding than "Punching" behavior.
7. Reward must be immediate in the initial stages of the initiation of contingency management.

## Reinforcers!

1. Pen a ditto
2. Help teacher after school
3. Grade papers
4. Choose rainy day games
5. Teacher writes and mails a letter to you
6. Be messenger for office
7. Decorate one bulletin board or chalk board
8. Earn time to write on chalk board
9. Help in library
10. Visit another grade
11. Be P.E. leader
12. Make up own writing assignment
13. Extra play with your own grade or another grade
14. Play with clay
15. Teach another student
16. Skip a subject
17. Put assignments on the board
18. Dismiss school over the intercom
19. Ring bell for dismissal
20. Paint
21. Invite mother, father, or sister or brother for visit
22. Make a play
23. Lead flag salute
24. Choose seat for specified time
25. Sit with a friend from a different class for lunch
26. Choose book to be read to the class
27. Select topic for group to discuss
28. Read to a friend
29. Read with a friend
30. Help teacher hand out papers, go to office, erase board, empty trash, dust off desks, sharpen pencils, etc.
31. Care for class animals
32. 5 minutes to discuss something with teacher
33. Plan a class trip
34. Plan a class project
35. Time to read aloud
36. Select game for recess
37. Free time to work puzzle etc.
38. Choose group activity
39. Take a "good" note home to mom and dad (arrange a reward with the parents.)
40. Extend class recess by specified number of minutes
41. Play teacher
42. 10 minute break to choose game and play
43. Class party
44. Use language master
45. Listen to record with earphones
46. See a filmstrip
47. Have a "fun" movie
48. Use tape recorder
49. Draw a picture
50. Build with construction blocks
51. Make things with colored pipe cleaners
52. Candy
53. Dry cereal
54. Comic book or any book
55. Chocolate instead of white milk
56. A cookie with milk
57. Accumulate points to purchase things (doll clothes, yo yo's, etc.)

58. Marbles
59. Pencils or pens
60. "Hot Wheel" cars
61. Choice of seat on school bus
62. Smiling faces on papers
63. Work with microscope and an array of mounted slides
64. Devise code with teacher or another student and send messages
65. Polaroid picture of the "student of the day" or week to display on bulletin board
66. "Buying off" assignments with accumulated tokens
67. Use a stopwatch or kitchen timer to time work
68. Self-graphing of academic or social progress
69. Conduct a science experiment with teacher or classmate
70. Immediate correction of work
71. Earn a movie (in classroom) and treat by saving points distributed on a systematic basis
72. Room host: assist visitors to classroom; introduce guests to peers; explain routine
73. A visit from a favorite staff member, i.e. counselor, principal, dietitian, etc.
74. Comb, barrettes, mirror, ribbons for special grooming time
75. Teacher's praise and compliments
76. Smile approval
77. Write and stage TV commercials
78. Prepare a puppet show
79. Develop transparencies for overhead projector
80. Puzzles, dot-to-dot pictures, and brain teasers
81. Hard work certificate
82. Assemble a 250-piece puzzle. Assembled puzzle is mounted on heavy cardboard and sprayed with a plastic coating
83. Write riddles
84. Mural painting
85. Play popular records
86. Sewing equipment for home economic students
87. Learn to sew, crochet, knit, macrame, etc.
88. Construct things; tables, bookcases, etc.
89. Be movie projector operator
90. Teacher's assistant to run ditto machine
91. Informal cooking area
92. Work with scrap materials from art
93. Look at mail order catalogues
94. Guide visitors on tour of the school building
95. Leave school one-half hour early
96. Talking time with peers
97. Listening to an older student tell a story
98. Stars, decorative seals, or ink-stamp pictures on papers
99. Daily grade cards
100. Tokens to be exchanged later
101. Work on crossword puzzles using plastic overlays
102. Extra time for doing homework in class
103. Right to work independently on a special project for another class
104. Time to paint scenery for class play
105. Work in school library
106. Time for looking at own magazines
107. Party in resource room or class party
108. Time to pursue a hobby at school
109. Time to interview local merchants for a class project
110. Help teacher by making visual aid for teacher to use with another group of students
111. Display good work
112. Pull drapes for film showing
113. Use of radio with earphones
114. A class coke break or a coke break in the resource room
115. Release time to shoot baskets, etc.

# Appendix H

## *Instructional Outcomes for the Mildly Mentally Handicapped Student*

Within this resource manual it would be extremely difficult to go into a lengthy discussion which details all of the precise objectives for each curriculum area. Therefore, the sample statements below are presented to illustrate some of the main instructional outcomes for the mildly mentally handicapped within each curriculum area as adopted from Oliver Kolstoe's *Teaching The Educable Mentally Retarded.*

## Communication Skills *Oral Communication*

**Kindergarten**

1. Given a verbal question, the student can say his or her first and last name.
2. Given a verbal question, the student can say his or her age.
3. Given a verbal question, the student can say his or her house number and street name.
4. Given a verbal question, the learner can say his or her home, city and state.
5. Upon request, the student can formulate a verbal affirmative statement, e.g., this is a ball.
6. Upon request, the learner can formulate a verbal negative statement, e.g., this is not a book.
7. Given a one-word cue, the student can identify polar opposites, e.g., big, little.
8. Given one end of a verbal proposition, the student can make simple deductions, e.g., if this is big, then it is not little.
9. Given a cue of one part of a statement, the learner can formulate alternative statements, e.g., you may go, or you may stay.
10. Given the following verbal commands to: close; open; put on; take off; put away; take out, in reference to a particular object, the student will complete the command.
11. After the teacher presents two rhythm patterns, the student will identify whether they are similar or different.
12. Given a rhythm pattern of tapping, the student will be able to reproduce it by tapping on her desk.
13. The student can respond correctly to words like "stop," "to" and "look out."

**Primary**

1. Given four words, the student will be able to repeat them.
2. Given two directions, the student will be able to follow them.
3. Given a short message, the student will be able to restate the main points correctly.

**Intermediate**

1. Given one line of a two line rhyme, the student will be able to finish the next line with a rhyming word.
2. Given the short vowel sounds, the student will accurately associate each with the correct letter.
3. Given three words, the student will correctly identify two that start with the same sound.
4. Given the individual sounds of a four sound word, the student will correctly identify the whole word.

**Secondary**

1. After listening to a story, the student will be able to retell the story in his or her own words.
2. When called upon to make a report to the class, the student can demonstrate ability

to organize thoughts and present them in an understandable manner.

3. Given a telephone, the student can demonstrate proper etiquette in answering, taking messages, leaving messages and making long distance calls.
4. Given a list of items, the student can place an order for the items.
5. During an interview, the student can correctly respond to questions of identification, experience and qualifications for a job.
6. When questioned about a job with which he or she is familiar, the student can use vocabulary appropriate to the equipment and the job.
7. Given a social situation, the student can participate in a conversation using the appropriate vocabulary and responses to other participants' comments.
8. Given a real or simulated need for household repairs, the student can demonstrate the ability to contact the proper repairer, clearly explain the nature of the problem and negotiate the proper time, place and responsibilities of the repair.

## *Listening Skills*

**Kindergarten**

1. After having heard a story or song, the student can tell the name, idea or theme.

**Primary**

1. Returning from a field trip, the student can state five things he or she has seen.
2. Given a set of objects or pictures of five fruits, vegetables, people or animals, the student can name them correctly.
3. Given a call on the telephone, the student can answer correctly and sustain a simple conversation.
4. Upon request, the student can formulate a meaningful four-word sentence.

**Intermediate**

1. When asked to relate specific incidents, the student can reply in clear and understandable speech.
2. The student can use complete sentences of five words or more in informal conversation with peers.
3. When asked to make a formal introduction of a student to another student or a student to an adult, the student can make a correct presentation.
4. When asked to make an announcement to the class, the student can make the announcement in clear and precise speech.
5. When presented with a task, the student will ask for help on the details he or she does not understand.
6. When asked by the teacher, the student can give simple directions to the fire exit, principal's office, rest room, library, cafeteria, gymnasium and clinic.
7. Given a telephone, the student can call home, call the operator, call the fire station, call the police and call an ambulance.

**Secondary**

1. When presented with the task of criticizing another student's oral expression, the student will be able to state at least one strength and one weakness.
2. Given the description of three tasks to perform, the student will perform the tasks in the correct sequence.
3. Given a three-point lecture to listen to, the student will be able to recall the points correctly.
4. Given a verbal work plan, the student will be able to follow the plan correctly.
5. Given a group discussion, the student will be able to relate his or her comments to those of the other participants.

## *Written Communication*

**Kindergarten**

1. Given paper and crayons or pencils, the student can use them appropriately.
2. Given paper, scissors and paste, the student can cut out simple shapes and paste them on the paper.
3. Given a picture outline of dots, the student can connect the dots to complete the picture.
4. Given a picture of an animal missing a significant part, the learner can draw in the missing part.

5. Given a paper containing four letters of the alphabet, two of which are the same, the student can draw a line connecting the two identical letters.
6. Given elementary manuscript paper, the learner can correctly copy the letters of the alphabet.

**Primary**

1. Given a strip of paper on a student's desk on which his or her first and last name have been printed, the learner can correctly print her name on a piece of manuscript paper.
2. Given four label words such as water, desk, door and crayons, printed in manuscript on the chalkboard, the student can correctly copy each word on manuscript paper.
3. Given instructions to write his or her name, the learner can accomplish the task.
4. Given a sentence to copy, the student will begin the sentence with a capital letter.

**Intermediate**

1. When presented with a paper written in manuscript, the student will be able to rewrite the paper in cursive writing.
2. Given an address, the student will properly place the address, the return address and then stamp the letter.
3. The student will be able to write a friendly, coherent note.
4. Upon request, the student can define orally the abbreviations of Mr., Mrs., Ms., Dr., Miss, St., Blvd., Rd. and Ct.

**Secondary**

1. Given a job application blank, the student can correctly fill in name, date, address, telephone number, age, parents' names, etc.
2. Given a job application form, the student will be able to write the date two ways, e.g. January 1, 1984 or 1-1-84.
3. Given a job application, the student can fill in the blanks, including the education and experience sections, accurately and legibly.
4. Given a topic to discuss or describe, the student will be able to write a paragraph using complete sentences.
5. The student will be able to write a correct business or friendly letter.
6. Given a mail order form, the student will fill it out correctly.
7. Given a situation, the student will be able to formulate and write an invitation or a note of condolences, congratulations or regrets.
8. Given a need for shopping, the student will be able to formulate a meaningful shopping list.
9. Given banking forms, the student will be able to fill them out correctly.
10. Given an inventory record, the student will be able to fill it out correctly.

## *Reading*

**Kindergarten**

1. Given the letters of the alphabet, the learner can tell the names and sounds of the letters.
2. Given the letters of the alphabet, the student can identify the similar and dissimilar letters.
3. Given a list of meaningful words such as stop, men, women, the student recognizes the words.

**Primary**

1. Given initial consonant blends, the learner can read the correct sounds for each blend.
2. Given words with common endings, the student can say the correct ending sound.
3. Given simple stories that the student has helped develop, he or she can "read" the story on request.

**Intermediate**

1. Given the first 100 words of Dolch or a similar word list, the student will be able to read the words.
2. Given simple labels on drugs, household goods, groceries and tools, the student will be able to read them correctly.
3. Given a consonant letter, the student can associate it with the correct sound of a key word.

4. Given a compound word, the student will be able to read both little words in the big word.
5. Given a prefix or suffix, the student will be able to explain what it does to change a word.
6. Given a work sheet with missing words, the student will be able to fill in the missing words.
7. Given a newspaper, the student can identify on request, the different sections of the paper.

**Secondary**

1. Given a familiar book, the student will be able to demonstrate the use of glossary, how to use bold print and how to scan for information.
2. Given a newspaper, the student will identify specific information in the paper when requested to do so.
3. Given a dictionary, the student can demonstrate how to use it.
4. Given a bill (or statement), the student will be able to interpret the information needed and respond with an action to fulfill his obligation to the bill.
5. Given a sales contract, the student will be able to identify the sales conditions, cost, interest, time and penalties.
6. Given the need to look up information, the student will demonstrate the application of the alphabet system to the dictionary, telephone book and catalog index.
7. Given a set of directions for a work task, the student will demonstrate understanding by following the directions.
8. Given free time and a selection of popular magazines, the student will select a magazine appropriate to his or her interest and skill.

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# Mathematics

## Facts and Process

### Kindergarten

1. Upon request, the student will be able to respond with the proper meaning of such quantitative terms as all, more, less, big, little and some.
2. Upon request, the learner will count to 10.
3. Upon request, the student will count 10 things.

### Primary

1. Upon request, the student will group objects according to color, size and shape.
2. Upon request, the student will count up to 100.
3. Upon request, the student will tell how many objects are represented by any given number up to 20.
4. Upon request, the learner can state what number comes before or after a given number less than 100.

5. Given single digit numbers, the student will be able to add them correctly.
6. Given single digit numbers, the student will be able to subtract them correctly.
7. Upon request, the student will be able to point to objects in the correct ordinal position from first to 10th.

**Intermediate**

1. Upon request, the student will be able to count by twos, fives and 10 to 100.
2. Given a picture or object, the student will be able to divide them in half, thirds or quarters.
3. Given the symbols +, -, x or ÷, the student will be able to name them correctly.
4. Given a number with a zero, the student will be able to explain its value in the number.
5. Given a number up to one million, the student will be able to read it on request.
6. Given numbers in which a carrying function is required, the student will carry to the second and third columns.
7. Given columns of numbers in which borrowing is necessary for subtracting, the student will be able to perform the operations correctly.

**Secondary**

1. Given an example of an income, the student will be able to prepare an uncomplicated budget.
2. Given an example of a paying job, the student will be able to determine the income earned.
3. Given problems in which rate, ratio, interest and percent are used, the student will be able to state the meaning of each.
4. Given an example of withholding tax, the student will be able to fill out simple tax forms.
5. Given a work task that uses numbers, the student will demonstrate his competence in using them.

## *Money*

**Kindergarten**

1. The student can verbally state that money buys things.
2. The student can verbally state the reasons people are paid for work.
3. Upon request, the student will be able to identify a penny, nickel, dime, quarter, half-dollar and dollar.

**Primary**

1. Upon request, the student can verbally identify @, ¢ and $.
2. The student will be able to verbally state that five pennies equal one nickel, two nickels equal one dime, two dimes and one nickel equal one quarter, and four quarters equal one dollar.

**Intermediate**

1. When asked to select a coin or bill up to $5.00, the student can select the appropriate one(s).
2. Given a list of money numbers, the learner will read them correctly.
3. Given a series of items or differing prices, the student will be able to compute the correct total cost.
4. When asked to describe verbally the function of a bank, the student will respond appropriately.
5. When requested to make change for $1.00, the student can correctly use any combination of coins available.

**Secondary**

1. Given an item of purchase, the student can make change up to $50.00.
2. Upon request, the student can offer two reasons why social security taxes are withheld from pay.
3. Given a signature card to open a checking account, the student will be able to print his or her full name, address, name of place of employment and sign his or her full name.

4. Given a deposit slip, the student will correctly fill it out.
5. Given a check, the student will fill it out correctly.
6. Given a check stub, the student will record the check number, date, payee, amount, purpose and effect a balance in his or her checkbook.
7. Given a menu, the student will be able to request the items to be ordered and compute the cost for the meal.
8. Given a newspaper, the student will be able to identify want ads of homes and apartments and compute the yearly costs.
9. Given a newspaper, the student can discriminate the difference between two brands of food on special to determine the best buy.
10. The student can explain the most inexpensive way to get to work and compute the daily and weekly costs.
11. Given a problem of maintaining an appliance, the student can compute the difference between maintenance and repair.
12. Given a problem of buying an appliance, the student can compute the cost including interest and carrying charges.

## *Time*

### Kindergarten

1. Upon request, the student can state verbally whether the present time is morning, afternoon or night.
2. Given the name of a scheduled activity, the learner can state whether it takes place in the morning, afternoon or night.
3. Upon request, the student can verbally name the days of the week.
4. Given a clock, the student can verbally describe its function.

### Primary

1. Upon request, the student can verbally state what day of the week it is and tell what day comes before and after.
2. Given a calendar, the student will be able to use it to verbally state how many days and weeks are in a month.
3. Given a calendar, the student will be able to locate the present day and date.
4. Upon request, the student will be able to name the months of the year.
5. Upon request, the student can verbally state what the letters a.m. and p.m. represent.
6. Given a clock or clock face, the student will be able to state the time by the hour and half hour.

### Intermediate

1. Upon request, the student will be able to name the seasons of the year.
2. Given the name of the month, the student will be able to associate it with the season of the year.
3. Upon request, the student will be able to state the correct month, day and year.
4. Given the room schedule, the student will be able to tell when it is time for school to begin, go to the library, physical education, lunch, etc.
5. Given the room schedule, the student will be able to tell when to begin certain blocks of academics or go to other rooms without being reminded by the teacher.
6. Given a clock or clock face, the student will be able to tell time in relation to past, before, after, noon, midnight, by the quarter hour.

### Secondary

1. Upon request, the student can state three reasons why punctuality is important on a job.
2. Given a job situation, the student will be able to use the time of work and rate of pay to compute the weekly wages.
3. Given a situation, the student will be able to develop a daily schedule of activities around the job demands.
4. Given a situation, the student will be able to develop a daily, weekly and monthly schedule around household chores.

5. Given a recipe, the student will be able to compute the total cooking and preparation time required.
6. Given a projected travel destination, the student will be able to compute the trip time using time tables, schedules and maps.
7. Given a series of time cards for a week, the student will be able to determine the number of hours/minutes worked per day and for the total week.
8. Given a projected task, the student will be able to determine the amount of time necessary to complete each part of the task and the total task.
9. Given a pay check statement, the student will be able to identify gross and net pay and verbally explain the difference.

## *Measurement*

### Kindergarten

1. Upon request, the student will be able to respond correctly to objects that are long or short, big and little, near and far, heavy and light, few and many and all and none.
2. Given a yardstick, the student can identify an inch, a foot and a yard, as well as metric measurements.

### Primary

1. Given a measuring container, the student will be able to fill it with the appropriate amount of liquid for one-half cup, one cup, one pint, one quart, or one gallon.
2. Given a weight scale, the student will demonstrate the use of the scale
3. Given a weather thermometer, the student will be able to read the temperature correctly.
4. Upon request, the student can select from a large number of objects the correct number to equal one dozen.
5. Given a large number of geometric forms, the student will be able to sort by shape the circles, squares, rectangles and triangles.

### Intermediate

1. Given a 12-inch ruler, the student can correctly measure the length and width of a room and convert measurement to yards.
2. Given a ruler, the student will correctly measure to one-eighth of an inch.
3. Given an identified building, the student will determine the distance in blocks, miles and time from a predetermined point.
4. Given a standard recipe, the student will correctly measure the ingredients.
5. Upon request, the student will identify the directions of left, right, up, down, north, south, east and west.
6. Given a thermometer, the student can take his or her own temperature.
7. Given a large number of three-dimensional objects, the student will be able to sort by sphere, cylinder, cone, cube and pyramid.

### Secondary

1. Given the symbols of feet (′), inches (″) and degrees (°), the student will correctly identify each.
2. Given a yardstick or tape measure, the student will be able to find the numbers of specific feet and inches.
3. Given a tape measure, the student will be able to measure the height of a classmate and convert it to inches and feet.
4. Given a road map, the student can identify specific symbols and verbally state their meaning.
5. Given a road map, the student can identify the route to be taken from one point to another.
6. Given the route on a road map, the student can determine the mileage between points.
7. Given clothing sizes, the student can identify his or her own sizes correctly.
8. Given a statement of miles traveled and gallons of fuel used, the student will compute the ratio.
9. Given a three-dimensional item, the student will corectly determine the height, weight and width.
10. Given a statement of comparison, the student will be able to state verbally what kind of standard was used for the measurement.
11. Upon request, the student can verbally describe the kinds of measurements involved in his or her job.

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# Social Competencies

## *The Self*

### Kindergarten

1. On request, the student can say his or her full name and age.
2. On request, the student can identify objects that belong to him or her and those that belong to others.
3. On request, the student can identify those other individuals who are taller, shorter, heavier or lighter than he or she.
4. When greeted by another person, the student will respond to the greeter either verbally, by gesture or facial expression.

### Primary

1. Upon request, the student will be able to say his or her home address and telephone number.
2. In a verbal discussion, the student can name each member of his or her family and tell two facts about each.
3. Given a self-help task such as putting on boots, brushing teeth, snapping, buckling, buttoning or tying, the student will respond correctly.
4. Upon request, the student will be able to wash his or her face, neck, ears, hands, arms, feet and legs.
5. Given a task to perform, the student can determine when the task has been satisfactorily completed.

### Intermediate

1. The student will be able to make at least one acceptable gesture to become acquainted with other students, such as being able to name the individual, play a game with her, or engage in conversation.

2. Given five pictures showing the emotions of anger, sadness, happiness, hostility or fear, the student can identify the picture with the appropriate emotion.
3. When discussing abilities, the student will be able to choose from a list of descriptive words those that describe his or her feelings.
4. Given a rule at his or her level of experience, the student will be able to state why it is important to obey it.
5. In a role-playing situation, the student can verbally state the difference between satisfactory and unsatisfactory behavior.
6. The student will be able to participate in group discussions without arguing.

**Secondary**

1. When verbally given the sentence starter "I can," the student can tell five things he is able to do.
2. When verbally given the starter sentence "I like" or "I do not like," the student can name five things for either sentence.
3. Given a situation involving the belongings of others, the student returns the property intact after every use.
4. When given a compliment, the student will respond positively with "Thank you," or a smile.
5. Given a situation in which the student is involved in a fight or becomes angry, the student will be able to verbalize what alternative actions might have been possible.
6. Given a situation involving a disagreement with another person, the student will be able to accept the situation as evidenced by his or her willingness to talk to or work with the other person.
7. Given a situation in which the student is confronted with constructive criticism, the student will be able to respond without arguing or denying the criticism.
8. When someone offers assistance, the student will be able to accept the offer in an appropriate manner.
9. When shown pictures of interaction among people, the student will be able to identify those that exhibit cooperative behaviors.
10. Given a task in which the student has previously made errors, the student will be able to identify the errors and the reasons for the errors.
11. When in a social situation, the student will participate appropriately.

## *School*

**Kindergarten**

1. After seeing a demonstration, the student will be able to pour liquid into a glass or cup and drink it without spilling any of the contents.
2. After seeing a demonstration, the student will be able to put food into a bowl and use either a fork, knife or spoon when asked.
3. After seeing a demonstration, the student will be able to feed, water and clean the home of classroom pets.
4. On request the student can verbally state the basic classroom rules and give reasons for them.
5. In a structured classroom activity, the student will accept the decisions of the person in authority without leaving the activity.

**Primary**

1. Given a new situation, the student will respond with a behavior commonly acceptable in the situation.
2. Given a daily assigned chore at school, the student will be able to perform the task without complaining or having to be reminded.
3. Given the responsiblity of checking out a library book, the student will return the book to the library at the stated time.
4. Given adequate previous training or experience in a specific exercise, the student will be able to lead others in the exercise.
5. In an unstructured situation, the student will be able to identify the rights of others by allowing them to make choices and decisions and express themselves.
6. During free time, the student will join an activity of his or her own free will and/or invite other individuals to join in play activity.

7. When shown 10 pictures, the student will be able to differentiate those that show cooperating behavior.

**Intermediate**

1. The student can participate in a group project without arguing or fighting.
2. Upon request, the student will be able to verbally state five ways school experiences help people prepare for everyday living.
3. Upon request, the student will be able to verbally state five reasons why he or she should practice good health habits.
4. Upon request, the student will be able to verbally state five reasons why he or she should practice good habits of grooming.
5. Upon request, the student will be able to say the names of the school principal, teacher, nurse and secretary.
6. Given an academic task that the child fails, the student will not physically or verbally abuse or disrupt others but rather will seek assistance in an acceptable manner.
7. Upon receiving a request for help from a peer for a classroom task, the student will fulfill the request.

**Secondary**

1. Given a situation in which the rights of another are being violated, the student will recognize that the rights are being violated, be able to determine an appropriate course of action and take definite action which will defend those rights.
2. Given a set of rules, the student will be able to abide by them without having to be reminded of them more than once.
3. In group discussions and gatherings, the student will voluntarily contribute at least one idea, thought or feeling.
4. Given an assigned work task involving two or more peers, the students will work together until the task is completed.
5. During a structured situation in which two classmates who have expressed a dislike for each other must work together, the student will be able to work without teacher correction.
6. Given a competitive situation, the student will be able to contribute as a member of a team by demonstrating his or her ability to follow the rules of the game.
7. Given a social situation, the student will be able to select the clothing proper for the occasion and verbally offer two reasons to support the selection.
8. Upon request, the student will be able to state verbally five principles of grooming and relate them to employment or social situations.
9. In a given social situation, the student will be able to state verbally the appropriate graces and defend his or her selection of the behaviors named.
10. Upon request, the student will be able to explain and demonstrate understanding of the need for sharing in maintaining good relations with fellow workers.
11. Upon request, the student will be able to explain verbally the difference between the role of leader and worker in an employment situation.
12. Given a situation, the student will be able to set up committees and other groups necessary to accomplish a goal.
13. Given a question concerning the qualities of friends, the student will explain what the qualities of his or her friends are that led to that friendship.

## *Home and Community*

**Kindergarten**

1. Given an assigned home task that a student can perform, the individual will accomplish it to the satisfaction of the parents.
2. Given a written note or a verbal message, the student can deliver it to the designated person.
3. Upon request, the student will be able to state verbally three things about the work of his or her father, mother or surrogate.

**Primary**

1. Upon request, the student will be able to tell the location of stores and public buildings with reference to his or her house.

2. Upon request, the student will be able to prepare a simple breakfast of cereal, milk and toast.
3. Upon request, the learner will be able to use a vacuum cleaner, dust pan and broom, can opener, dust cloth, mixer, mop and scrub brush and stove.
4. Upon request, the student will be able to state reasons for starting work on time and putting things away when home chores are finished.
5. Upon request, the student will be able to state verbally two behavior rules that apply when at the movies, riding a bus, eating in a restaurant, swimming or going to the library.
6. Upon request, the student will be able to describe at a simple level the need for each of the community helpers, e.g. police, fireman, garbage collector, bus driver, etc.
7. Upon request, the student will be able to describe at a simple level the need for the family service persons, e.g., doctor, dentist, nurse, clergyman, drugist, welfare worker, etc.

**Intermediate**

1. Upon request, the student will be able to find the telephone numbers of the police department and fire department in the local telephone book.
2. Given a public transportation system, the student will be able to describe which bus to use to go from home to a shopping area.
3. Upon request, the student will be able to name five local businesses, five occupations and five different jobs people perform.
4. Upon request, the student will be able to name the mayor, governor and president.

**Secondary**

1. Upon request, the student can verbally state three responsibilities of a wage earner in a family.
2. Upon request, the student can verbally state five responsibilities of a homemaker in a family.
3. Upon request, the student will be able to supply three effects companions have on each other.
4. Given a map of the state, the student can identify and briefly describe each of the major geographical areas.
5. When a state government division is named, the student will be able to tell its major function.
6. Upon request, the student will be able to identify each of the major utilities that serve houses.
7. When questioned, the student will be able to state his or her obligations as a family member and cite examples.
8. Upon request, the student will be able to differentiate between benefits and non-benefits of neighborhood life.
9. Given either pictures of traffic signs or the signs themselves, the student will be able to describe their meaning.
10. Given a road map, the student will be able to identify the directions north, south, east and west.
11. Given a road map, the student will be able to produce a route from any given point to another.
12. Upon request, the student will be able to identify agencies providing help in cases of specific family emergencies and describe how to secure the help.
13. Upon request, the student will be able to cite examples of behaviors that reflect the responsibilities, duties and rights of citizens.
14. Given the request, the student will be able to plan and prepare a proper breakfast, lunch or dinner.
15. Given a bundle of dirty clothes, the student will be able to sort and wash clothes, using the appropriate settings for kinds and colors.
16. Given a basket of newly washed clothes, the student will be able to iron them, using the proper settings for each item of clothing.

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# Vocational Competencies

## *Analysis of Occupations*

### Kindergarten

1. When questioned, the student will be able to state the occupation of his or her mother or father.
2. When asked, the student will be able to identify two people outside his or her immediate family who work.
3. When questioned, the student will be able to name three different jobs performed by school personnel.
4. When questioned, the student will be able to name three different types of jobs.

**Primary**

1. When asked, the student will be able to name three occupations of helping professions.
2. When asked, the student will be able to state verbally the purpose of specific helping professions.
3. When asked, the child will be able to describe two chores performed in the home and tell who is responsible for them.
4. When asked, the student will be able to name three businesses operating in the community.
5. When questioned, the student will be able to name three kinds of stores and tell what they sell.
6. When questioned, the student will be able to name two community utility services.

**Intermediate**

1. When asked, the student will be able to name two ways in which people help others through their work.
2. When questioned, the student will be able to describe the tasks performed by different members of the family.
3. Given pictures of a fire fighter, police officer, electrical worker, nurse, doctor or factory worker, the student will correctly identify the occupation of each.
4. Given pictures of a police officer, factory worker, store clerk, gas station attendant, mail carrier and farmer, the student will be able to name three things each worker does as part of the job.

**Secondary**

1. When asked, the student will be able to discuss the differences between leisure time and work time.
2. Given 10 labeled pictures of various work situations, the student will be able to match them correctly with 10 pictures of different kinds of dress.
3. In a verbal discussion of various occupations, the student will be able to identify one occupation he would like.
4. Given an uncomplicated job application form, the student will be able to fill in all the blanks correctly.
5. When questioned, the student will be able to tell about opportunities for jobs peculiar to his or her locality.
6. When questioned, the student will be able to discuss two services of an employment agency.
7. When questioned, the student will be able to name two skills needed for successful performance of a given job.
8. When presented with a given job, the student will be able to fill out a job analysis form.
9. When questioned, the student will be able to name three sources of information about employment opportunities.
10. Given the role of job interview, the student will be able to conduct himself properly.
11. When questioned about fringe benefits, the student will be able to name the basic benefits of hospitalization, insurance, vacation time and social security.
12. When questioned, the student will be able to discuss the requirements for union membership.

## *Occupational Skills*

**Kindergarten**

1. Upon request, the student will be able to discriminate between his or her belongings and those of other children.
2. Given a group of common objects, the student will be able to categorize them by use.
3. Given three different instructions, the student will be able to follow them.

**Primary**

1. When given a group of different kinds of objects, the student will be able to sort them by shape, color or size.
2. When asked, the student will be able to explain warning and direction signs.
3. Upon request, the student will be able to verbalize classroom rules of conduct.
4. Given an assigned classroom task, the student will carry it out without being reminded.

**Intermediate**

1. Given an assortment of hand tools, the student will be able to name them on request.
2. Given a task to do as part of a group activity, the student will be able to complete the assignment in a satisfactory manner.
3. Upon the completion of a task, the student will be able to describe two reasons for taking pride in a job well done.
4. Upon request, the student will be able to name three activities of a good worker.

**Secondary**

1. Given the opportunity, the student can pay for lunch and transportation from earnings.
2. Upon request, the student will be able to recite his or her vital statistics.
3. Given a problem involving wages and hours worked, the student will be able to explain the relationship.
4. When criticized for poor work, the student can explain the reasons why the criticism is warranted.
5. Given a job to do, the student will be able to function without supervision.
6. Given a job situation, the student can converse with fellow workers using the correct vocational vocabulary.
7. Given a job assignment, the student will be able to work alongside other employees without interfering with the work of peers.
8. Given a job assignment, the student will be able to work a full day with no appreciable drop in production.
9. Upon finishing a task, the student will be able to start a new task without having to be directed to do so by the supervisor.
10. Given a task that requires a sequence of movements for completion, the student will be able to perform successfully each movement in the correct order.
11. Upon request, the student will be able to describe the appropriate dress for each of three different occupations.
12. Upon request, the student will be able to name three advantages of working for the company or business for which he or she works.
13. Upon request, the student will be able to explain three job requirements of a supervisor.
14. Upon request, the student will be able to describe verbally what a worker must do to be promoted in his or her job.

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# Motor and Recreational Skills

**Kindergarten**

1. Given a ball the student will catch the ball before it touches the ground.
2. Given a ball, the student will throw the ball with an overhand motion a distance of eight feet.
3. Given a 20-inch bat and a four-inch ball thrown from a distance of five feet, the student will hit the ball while it is still in the air.
4. Given toys appropriate to the individual's functioning level, the student will play for a period of 20 minutes.
5. Given a model and a simple finger play, the student will imitate the finger movements of the model.
6. Given a ball, the student will throw the ball down and proceed to catch it as it comes back.

**Primary**

1. Given a set of vertical climbing bars, the student will climb up one side of the bars, cross over and climb down the opposite side.

2. Given a set of hand-over-hand bars five feet off the ground, the student will hang by both hands from the first rung, reach one hand forward to the next rung and bring the second hand forward without falling.
3. Given the direction to do a forward somersault, the student will perform the task without falling to either side.
4. The student will be able to stand on one foot for a period of 10 seconds, without putting down the other foot.
5. Given a balance beam four inches wide and six feet long, the student can walk along the balance beam, placing one foot in front of the other, heel to toe.
6. Given a weight of at least five pounds with a handle, the student will bend at the knees to grab the weight, keeping the back straight, then pick up the weight by straightening the legs, until he or she has reached a vertical standing position.
7. The student will be able to jump with both feet together so that both feet reach a level of two inches off the ground.
8. Given either the left or the right foot, the student will hop on one foot, landing on the same foot, without falling over.
9. Given the direction to move in a sliding movement, the student will step forward then slide the second foot along the ground to meet the first.
10. Given an object thrown or rolled from a distance of at least eight feet, the student will move so that the object does not hit him or her.
11. The student will roll over in either direction at least four times, keeping the hips centered along a straight line.
12. Given a ball three inches in diameter, or a beanbag, and a target one foot in diameter at a distance of eight feet, the student will toss the ball or beanbag with an underhand motion, so that the ball or beanbag hits the target.

**Intermediate**

1. Given a ball 12 inches in diameter and a smooth solid surface, the student will bounce the ball at least three times, with the hand hitting the ball between bounces.
2. Given a 10-inch ball, thrown from a distance of eight feet, the student will step forward and kick the ball so that it returns in the general direction of delivery.
3. Given a 10-inch ball, being rolled from a distance of eight feet, the student will step forward and kick the ball so that it returns in the general direction of delivery.
4. Given simple folk dances, with distinct verbal "calling," the student will participate in accordance with the rules.

**Secondary**

1. Given clubs appropriate to the student's interests, the student will join and participate in such clubs and organizations.
2. Given the opportunity, the student will voluntarily participate in sports activities on both the individual and team level.
3. Given simple card games, the student will demonstrate ability to play and verbalize how he or she could become involved in such games.
4. Given the basic dance steps appropriate to the geographical area, the student will demonstrate ability to perform the dances appropriately to the music provided.
5. Using a supine position on the floor, with knees bent and feet flat on the floor, students will bend from the waist, raising their heads to a position where they can touch their chins to their knees, then return to the starting position a total of (x) number of times (sit-ups).
6. Using a supine position on the floor, with arms extended out along the floor and perpendicular to the body, and with legs pointed in the direction of the ceiling, students will move their legs together, from side to side, touching the floor on each side and always keeping their legs perpendicular to their bodies (hip twist).
7. Given a supine position on the floor with elbows propped against the floor and hands under hips, the student will raise both legs to a position above the body and move feet and legs in a pedaling motion (bicycle).

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# Aesthetics

## *Art*

### Kindergarten

1. Upon request, the student will be able to select the primary colors of blue, red and yellow.
2. Upon request, the student will be able to select the secondary colors of green, orange and purple.
3. When shown a picture in which lines are used to express emotion, the student will be able to associate (select) heavy lines for boldness and zigzagged lines for action.

### Primary

1. Given a choice of symmetrical and nonsymmetrical art objects or pictures, the student will be able to select those which are symmetrical.
2. Given finger painting materials, the student will be able to express an idea or emotion by a picture representation.
3. When shown pictures in which geometric shapes are used, the student will be able to point to and identify the different shapes.
4. Given a choice of different sized art tools such as brushes, scissors, etc., the student will select those that are appropriate for the task to be done (e.g., picture painted).
5. When presented with different kinds of textured materials, the student will be able to select those that are rough, smooth, sticky, wooly or furry.

### Intermediate

1. Given the proper materials, the student will be able to draw a picture of a simple subject such as a tree or a vase.
2. When presented with the following art materials, the student will be able to demonstrate at least one use for each: charcoal, pencil, tempera paint, print blocks, clay and yarn.
3. When shown a picture in which perspective is used, the student will be able to verbally state two ways in which perspective is achieved.

### Secondary

1. Upon request, the student will be able to identify an example of balance in a piece of artwork.
2. Given a picture in which balance is achieved by apposition (offsetting line with color, etc.), the student will be able to identify the elements used.
3. Given an art object in which rhythm is dominant, the student will be able to pick out the pattern in the art object.
4. When asked to distinguish between repetition and variety, the student will be able to identify examples of each.
5. Given a display of artwork done by peers, the student will be able to select the best work and verbally explain reasons for the choice.

## *Music*

### Kindergarten

1. When records are played (march, waltz, rock) the student will be able to keep time to the music by hand clapping or marching.
2. When clapping to a tune, the student will be able to sing or whistle along.
3. When asked, the student will be able to identify songs or tunes preferred over other songs or tunes.

### Primary

1. Upon request, the student will be able to identify simple musical terms such as note, rest, staff, and time.
2. Given an accompaniment of a record or instrument, the student will be able to sing the words of at least three different kinds of songs.
3. Given a record player and record or a tape deck and tape, the student will be able to play them properly.

### Intermediate

1. When two songs are played, the student can distinguish major from minor melodies.

2. When songs are played, the student can recognize rock, country/western, and soul.
3. Given a tune, the student can distinguish between popular and classical music.
4. Upon request, the student can verbally explain the difference between brass and string instruments.
5. Given some practice, the student will be able to play in a rhythm band.

**Secondary**

1. Upon hearing a musical number, the student will be able to identify brasses, strings, percussions and tell which group has the lead.
2. Upon hearing a vocal musical number, the student will be able to tell whether the number is a solo or group and distinguish between a small group and choir.
3. Given a vocal solo, the student will be able to indicate verbally his or her preference in music and defend the choice.

## Health

**Kindergarten**

1. Given the need to go to the bathroom, the student will indicate his need, complete the task, flush the toilet, and wash and dry his or her hands.
2. Given a sink, toothbrush, and toothpaste, the student will brush teeth after each meal.
3. Given a sink, soap, and washcloth, the student will wash his or her hands and face before and after each meal.
4. Given a class of boys and girls, the student will separate the class into groups according to sex.

**Primary**

1. Given the task of dressing himself, the student will put on clean socks and underwear.
2. Given the instruction to go to bed, the student will proceed to his or her bedroom and get into bed.
3. Given only a verbal command, the student will point to the specific parts of his or her body.
4. Given the need to blow his or her nose, the student will remove one tissue, blow nose, then throw the tissue in the wastebasket.
5. Given the need to cough or sneeze, the student will place at least one hand over his or her mouth during the actual cough or sneeze.
6. Given pictures of sloppy and neat appearances, the student will verbalize five characteristics of a neat appearance and five characteristics of a sloppy appearance.
7. Given three different weather conditions and a variety of clothing, the student will choose the appropriate clothing for each condition.
8. Given a variety of food items, the student will verbalize whether the item is usually eaten at breakfast, lunch or dinner.
9. Given an empty sink, dirty dishes, soap and a washcloth, the student will put soap in the sink, add hot water, place the dishes in the water, use the washcloth to wash the dishes, rinse the soap off the dishes and place them into the drying rack.
10. Given a personal problem, the student will verbalize the problem to the teacher to a degree that the teacher understands the problem.

**Intermediate**

1. Given the question "Why do we brush our teeth?," the student will verbally state five reasons why teeth should be brushed.
2. Given a comb and mirror, the student will comb his or her hair.
3. Given the question "Why is bathing important?," the student will verbalize five reasons why it is important to take a bath.
4. Given a can of deodorant, the student will apply the deodorant appropriately.
5. Given a scale graded in pounds, the student will read the scale and distinguish between lighter and heavier weights.
6. Given a thermometer measured in degrees Fahrenheit, the student will read the thermometer and verbalize whether the reading indicates warm or cold weather.

7. Given a picture of five major vital organs, the student will name the organs and verbalize the function of each (heart, lungs, brain, kidney, stomach).
8. Given the question "Why do we need rest?," the student will verbally state three reasons why rest is important to our health.
9. Given pictures of many different foods, the student will choose five specific foods that should be eaten every day.
10. Given a question concerning the preparation of specific foods, the student will include in the answer the process of cleaning or washing that food.
11. Given several pictures of foods, the student will identify those foods that require refrigeration.
12. Given several pictures of foods, the student will separate them into categories of fruits, vegetables and meats.
13. Given the proper ingredients and verbal instructions, the student will prepare a simple meal.

## *Personal Hygiene*

**Secondary**

1. Given a thermometer, another student and a watch with a second hand, the student will place the thermometer in the second student's mouth and leave it there for two to three minutes, and read it to the nearest whole number.
2. Given a schedule of bathing, the student will independently adhere to the schedule.
3. Given the question, "When should we call the doctor?" the student will verbalize three cases that would warrant calling a doctor.
4. Given examples of burns, cuts and broken bones, the student will verbalize what medical attention is needed.
5. Given the question "How are babies born?," the student will verbalize the basic process of human reproduction.
6. Given the question "What is meant by good personal hygiene?," the student will verbalize that good personal hygiene involves the proper care of teeth and hair and keeping the body clean and well-fed.
7. Given a list of health agencies, the student will verbalize how often the services should be used and what service is provided by each agency on the list.
8. Given a list of eating habits, the student will distinguish which are appropriate to individual needs.
9. Given a list of foods the student has eaten for a given week, the student will classify them according to food group, compare this to the chart of required daily servings and indicate in which food group his or her diet was deficient.
10. Given a recipe and necessary equipment, the student will read the recipe and follow the directions to produce the expected food product.
11. Given a question concerning physiological changes of the body during puberty, the student will verbalize the changes that occur during this period.
12. Given a list of parents, siblings, peer group, other adults, employer and other employees, the student will verbalize the type of role or relationship he or she would have with each person or group.
13. Given a question concerning the care of children, the student will verbalize five basic elements of child care.
14. Given a list of foods the student has eaten for a period of two weeks, the student will classify the foods according to the four basic food groups and give reasons for the choices made.
15. Given a schedule of bathing every day, the student will maintain the bathing schedule and keep a record of it.
16. Given a period of two hours per day for leisure time activities, the student will plan activities of rest and recreation to fill those periods for an entire week.
17. Given a model of appropriate dress for a specific occasion, the student will produce a similar effect from his or her own clothing.

18. Given soap, bandages, ointment and a minor cut, the student can clean and bandage the wound.
19. Given a complete meal, the student will demonstrate ability to eat properly.
20. Given the need for immunization shots, the student will keep and follow a record of when the shots should be given.
21. Given a question concerning the dangers of contagious diseases, the student will verbalize those dangers.
22. Given a question concerning the proper use of drinking fountains and rest rooms, the student will verbalize the proper use of each.
23. Given a question concerning the disposal of trash and garbage, the student will verbalize at least three procedures.
24. Given a question concerning self-medication, the student will verbalize the dangers of its use.
25. Given a problem of health, the student will verbalize where the problem is located, when it began, and what caused the problem.
26. Given a question concerning the dangers of smoking, alcohol, and drugs, the student will verbalize three dangers of each.
27. Given a question concerning the importance of liquid to a diet, the student will verbalize two reasons for drinking fluids.
28. Given four different situations, the student will verbally identify the person or agency to approach for guidance or counseling.
29. Given an emotional state such as fear, joy, loneliness and sorrow, the student will expound on this feeling verbally.
30. Given contact with peer group, teachers and other adults, the student will demonstrate his or her ability to establish acceptable personal relationships.

## Safety

### Kindergarten

1. The student will follow the directives given by the teacher, bus driver and safety officer.
2. Upon hearing a fire alarm in school, the student will follow the teacher out of the building.
3. The student will remain seated on the school bus the entire trip.
4. Given household dangers such as knives, pins, matches, medicines and poisons, the student will handle such items carefully.
5. Given a tricycle, the student will ride only on the sidewalk or within his or her yard.
6. The student will stay away from a large body of water when not accompanied by an adult.
7. Given the offer of a ride or candy from a stranger, the student will refuse any such offer.
8. Given an animal unfamiliar to the student, the student will remain physically separated from the animal.

### Primary

1. Given a question concerning the danger of streets and alleys, the student will indicate at least one danger of each.
2. Given the traffic signals appropriate to the area, the student will indicate under what conditions he or she must wait.
3. Given the terms, Stop, Caution, Go, Danger, Fire Exit, Poison, Walk, Flammable and Do Not Enter, the student will read the words and verbally indicate an understanding of each.
4. Given a question concerning the dangers of lakes, pools and rivers, the student will verbalize one such danger.
5. Given a question concerning bike safety rules, the student will verbalize five rules.
6. Given a bodily injury, the student will name four persons he could approach with the problem.
7. Given a question concerning the dangers of medicine, the student will verbalize at least one danger.
8. Given scissors, ruler, saw, screwdriver, hammer and nails, pliers, pins, tacks, paper clips, staples, record player and cassette, the student will demonstrate the appropriate use of each.

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9. Given pictures of safe and dangerous situations in the home, the student will identify those which are safe and those which are dangerous.
10. Given a designated set of school behaviors, the student will play in accordance with those rules while at school.

**Intermediate**

1. Given pictures of safe and dangerous situations in the home, the student will indicate which situations are safe and which are dangerous.
2. Given the conditions of overloaded electric outlet, bare electric wire, clutter on a stairway, broken step ladder, frying pan unattended on stove, can of gas near a fire source and a young child near an unattended power saw, the student will take the steps necessary for correcting each situation.
3. Given a role-playing situation, the student will demonstrate the proper procedure for reporting a fire or accident.
4. Given the signals of a yellow, red and green traffic light, the student will verbalize the meaning of all possible combinations of the traffic light.
5. Given a bicycle, the student will indicate the proper hand signals for a right and left turn while riding the bicycle.
6. Given a street diagram, the student will locate and mark the proper side of the street to ride a bicycle on.
7. Given the situation of being lost, the student will verbalize which agency to call for help.
8. Given a car parallel parked on the street, the student will demonstrate the proper procedure for getting in and out of the car.

**Secondary**

1. Given a question concerning the proper care of tools, the student will verbally state three reasons why tools must be kept in repair.
2. Given a question concerning the care of appliances, the student will verbally state three reasons why appliances must be kept in repair.
3. Given a question concerning the care of furniture, the student will verbally state three reasons why furniture must be kept in repair.
4. Given a question concerning the proper use of appliances, the student will verbally state three reasons why appliances must be used only for their designed purpose.
5. Given a variety of inflammable materials, the student will properly demonstrate their use.
6. Given a model of an electrical fuse box, the student will properly remove the old fuse and install a new one.
7. Given a question concerning the dangers of a power lawn mower, the student will verbally state five such dangers.
8. Given a request to call the police or fire department, the student will demonstrate his ability to complete the task.
9. Given a question concerning common fire hazards in a home, the student will verbally state five common examples of fire hazards.
10. Given a hypothetical example of an accident, the student will demonstrate ability to keep the injured warm, keep crowds away from the scene and contact the police.
11. Given a body of water large enough to support a person, the student will float or tread water for two minutes.
12. Given a Red Cross manikin, the student will properly demonstrate the method of artificial respiration.
13. Given a picture of poison ivy and poison oak, the student will identify each.
14. Given pictures of plants or snakes common to the locality, the student will identify those which are poisonous.
15. Given a hypothetical case of fire, the student will discuss and demonstrate methods of putting out a fire.
16. Given an example of a hazardous situation, the student will describe ways to eliminate the hazard.
17. Given the heavy equipment and power tools of the school, the student will de-

scribe hazards to be avoided in using the equipment and tools.

18. Given a motor vehicle, the student will demonstrate ability to drive safely on any given course in traffic and obey the traffic laws.
19. Given an accident report form, the student will fill out the form to meet the standards of insurance or police.
20. Given a car maintenance manual and car, the student will verbally state when the car should be brought to a garage for care.
21. Given a swimming pool and the Red Cross Swim Test, the student will pass the test to the level of beginner swimmer.
22. Given a situation of a drowning person, the student will describe the appropriate life-saving measures.
23. Given a question concerning safety rules of a specific plant, the student will list the rules.
24. Given a specific occupation, the student will explain the danger signals and symbols of the occupation.

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# Appendix I

## *Testing Modifications for the Handicapped*

The Georgia Assessment Program is a statewide testing program which consist of Criterion Reference Tests and the Basic Skills Assessment. Handicapped students should be given the opportunity to participate in the testing program. The following modifications for test administration are available for handicapped students.

**Scheduling Modifications**

Test may be administered:

at time of day most beneficial to student.

over a period of _____ days at _____ minutes per day.

in periods of _____ minutes followed by rest breaks of _____ minutes.

until, in the test administrator's judgment, the student can no longer sustain the activity due to physical disability or limited attention span.

**Setting Modifications**

Test may be administered:

in a small group

in a carrel

in the special education classroom or other setting

at the student's home (hospital/homebound)

with the student accommodated by special seating

with the test administrator facing the student

by the student's special education teacher

using an interpreter during oral instruction

**Format and/or Equipment Modifications**

Test may be administered:

in large print

in braille

with student using magnifying equipment

with student using modified typewriter

with student wearing noise buffer

with student using templated and/or graph paper

**Recording Modifications**

Student may:

mark answers in test booklet

have answers recorded by proctor or assistant

mark answers by machine

**How are modifications selected?**

A student enrolled in program(s) for the handicapped should be offered the opportunity of taking the tests unless the placement committee and student's parents agree it is not in the student's best interest to participate. Some handicapped students who participate in regular school programs can probably be included in the regular test administration. Other handicapped students may require special consideration or some modification in administration.

The inclusion of the scheduled Basic Skills or Criterion-Referenced Test in the student's Individualized Education Program (IEP) can be reflected as an annual goal written as follows.

> The student will participate in the fourth grade Criterion-Referenced or tenth grade Georgia Basic Skills Assessment Test as scheduled during the month of _____, 198____. The following modifications will be observed (list modifications).

Short term measurable objectives can be written as activities to prepare the student prior to the actual testing. Some examples follow.

> The student will review the basic skills of math computation using measurement and time examples with 75 percent accuracy.
>
> The student will simulate the testing situation with sample test questions and formal answer sheet with 95 percent accuracy in recording answers appropriately.

The short-term objectives should be activities which will assist students in gaining confidence in the test-taking process. These activities should aid in reducing test anxiety.

All modifications should be reviewed in the IEP meeting and identified for individual handicapped students.

# Appendix J
# High School Graduation Requirements

CURRICULUM Code: IHF

GRADUATION REQUIREMENTS

(Adopted: February 1986 Effective: July 1986)

The Georgia Board of Education recognizes the importance of assuring an adequate educational opportunity for each Georgian. This goal is to be supported by quality secondary school programs which promote personal development, academic growth, and career preparation. Such programs are to be based on a broad, flexible curriculum which addresses each student's needs, interests, and abilities.

The State Board defines as a major role of secondary schools the responsibility for providing the youth of Georgia with opportunities to acquire and to apply basic skills necessary for contemporary adult life. Such skills are defined as those which enable one to address effectively and efficiently the decisions and opportunities presented in a technological free society.

Graduation requirements from any Georgia high school which receives public funds shall include attendance, Carnegie units of credit, and life-role competency criteria signifying preparation for adult roles of learners (as measured by the Georgia High School Basic Skills Tests).

Secondary school instructional delivery and support services shall reflect the high school graduation requirements and assist all students to develop their unique potential to function in contemporary society.

Local Boards of Education must base their local graduation requirements on this policy and have on file a letter from the State Superintendent of Schools that their policy has been reviewed and that the local policy meet all state requirements. This review must be conducted every four years.

**Graduation Requirements**

**Carnegie Units**

All state supported high schools are required to offer the curriculum for the required minimum general education and for endorsements in college preparatory and vocational education.

Enrolling ninth graders, beginning in the 1984-85 term, must meet the core curriculum requirements. Local school systems, by local school board policy, may begin on a student-by-student basis during the 1983-84 term.

**Attendance**

Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

For students more than 16 years of age, local boards may adopt policies allowing for program completion in more or less than 12 years of schooling. Attendance requirements can be waived considering the age and maturity of the student, accessibility of alternative learning programs, student achievement levels, and decisions of parents or guardians. Such attendance waivers must be consistent with guidelines of the State Board of Education.

**Georgia High School Basic Skills Tests**

The Georgia High School Basic Skills Tests measures the learner competency areas of reading, mathematics, and writing. Students must achieve a State Board established score on the Georgia High School Basic Skills Test to be eligible for a diploma.

**Core Curriculum: General**

| Required Areas of Study | Carnegie Units |
|---|---|
| English Language Arts | 4 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies | 3 |
| One of these units must be from the American studies area (American history/government); one from citizenship education and the "Principles of Economics/Business/Free Enterprise" (one-half units for semester programs and one-third | |

units for quarter programs); one of the units must be from the world studies area.

Health, Safety, and Physical Education . . . . . 1

Computer Technology and/or Fine Arts and/or Vocational Education . . . . . 1

State Required Units . . . . . 13
Locally Required or Elective Units . . . . . 8
Total Units Required (Minimum) . . . . . 21

**Georgia High School Basic Skills Tests**

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| Science | 2 |
| Social Studies | 3 |
| One of these units must be from the American studies area (American history/government); one from citizenship education and the "Principles of Economics/Business/Free Enterprise" (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area. | |
| Health, Safety, and Physical Education | 1 |
| Computer Technology and/or Fine Arts and/or Vocational Education | 1 |
| State Required Units | 13 |
| Locally Required or Elective Units | 8 |
| Total Units Required (Minimum) | 21 |

Any local system may require more than 21 units for graduation.

Additional courses selected from the following are also strongly recommended:

Mathematics
Science
Foreign Language
Fine Arts (Dance, Drama, Music, Visual Arts)
Computer Technology
Vocational Education
Traffic Safety Education

**Remedial Credit**

A maximum of one Carnegie unit in remedial mathematics and one unit in remedial language arts may be applied to the general education diploma provided the following criteria is met:

a. The course in NOT primarily designed to prepare students to pass the Basic Skills Test.

b. The student has completed no more than 5 Carnegie units.

All other remedial credit shall be elective. Developmental special education courses are not considered remedial.

The Georgia Board of Education requires that local boards of education provide a college preparatory program for those students who elect a rigorous academic experience. A formal seal of endorsement from the Georgia Board of Education will be awarded to those students who successfully complete the endorsed course of study. All credit awarded for the college preparatory program shall be at the assigned grade level or above (9-12).

**CORE CURRICULUM FOR ENDORSEMENT: College Preparatory**

| Required areas of Study | Carnegie Units | Instructional Emphasis |
|---|---|---|
| English Language Arts | 4 | • Grammar and usage<br>• Literature (American, English, and world)<br>• Advanced composition |
| Mathematics | 3 | • Courses in algebra, geometry or more advanced courses |

| Required areas of Study | Carnegie Units | Instructional Emphasis |
|---|---|---|
| Science | 3 | • Physical science<br>• At least two laboratory courses from biology, chemistry, or physics<br>or<br>at least three laboratory courses from biology, chemistry, or physics |
| Social Science | 3 | • Two of these units must be from the American studies area (one in American history/government; one from the areas of citizenship education and "Principles of Economics/Business/ Free Enterprise"). One of the units must be world history. |
| Foreign Language | 2 | • Skill building courses. Two units in one language emphasizing speaking listening, reading, and writing |
| Health, Safety, and Physical Education | 1 | • Comprehensive health course focusing on decision making for life<br>• Physical education course focusing on physical fitness for life. |
| Computer Technology and/or Fine Arts, and/or Vocational Education | 1 | • Computer literacy<br>• A more advanced course Dance, drama, music, visual arts<br>• Agriculture education, business education, marketing and distributive education, home economics education, industrial arts education, trade and industrial education |
| State Required Units | 17 | |
| Elective Units | 4 | |
| Total Units | 21 | |

Any local system may require more than 21 units for graduation.

Additional courses selected from the following areas of study are also strongly recommended.

- advanced mathematics
- trigonometry, analysis and calculus
- a third or fourth course in foreign language or study in a second foreign language
- physical and health education
- vocational education
- an additional laboratory course in science
- computer technology
- fine arts (dance, drama, music, visual arts)
- English/language arts

Carnegie Unit credit is granted only for work completed in grades 9-12. Students who graduate from any state-supported Georgia high school must earn at least 21 Carnegie units of credit. Thirteen Carnegie units must be earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

Systems are prohibited from substituting courses and exempting students from the Required Minimum Core Curriculum in the general, college preparatory and vocational education programs; however, local systems may develop examinations or other procedures for placement of students provided course credit is not granted.

The Georgia Board of Education requires that local boards of education prescribe a vocational education program for those students who elect a vocational preparatory experience. A formal seal of endorsement from the Georgia Board of Education will be awarded to those students who successfully complete the endorsed course of study for vocational education.

**Core Curriculum for Endorsement: Vocational Education**

| REQUIRED AREA OF STUDY | Carnegie Unit |
|---|---|
| English Language Arts | 4 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies | 3 |
| One of these units must be from the American studies area (American history/government); one from citizenship education and the "Principles of Economics/Business/Free Enterprise" (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area. | |
| Health, Safety, and Physical Education | 1 |
| Computer technology and/or Fine Arts and/or Vocational Education | 1 |
| State Required Units | 13 |
| State Required Electives . . . | 4 |
| Required Vocational Units | 4 |
| Total Units Required (Minimum) . . . | 21 |

School systems are required to offer at least three (3) of the following vocational program areas for students who wish to receive credit for the vocational education endorsement.

A. Vocational Agriculture
B. Business Education
C. Home Economics (Occupational)
D. Comprehensive Home Economics
E. Health Occupations
F. Marketing Education
G. Industrial Arts
H. Trade and Industrial

Students must complete the vocational education endorsement with at least four (4) vocational units earned, three (3) of which must be concentrated in one of the above occupational program areas.

Students who complete the college preparatory program may receive the vocational education endorsement with at least 4 units selected from any of the above areas.

These vocational courses may be provided either in the student's high school, or via cooperative arrangement with another comprehensive high school, "magnet" high school, or vocational high school center.

**Procedures For Awarding Carnegie Units of Credit**

Three procedures may be used by local systems for awarding Carnegie units of credit or increments of units of credit.

Course credit—Carnegie units may be awarded for courses of study based on 150 clock hours of instruction provided by the school. (Quarter programs offer 50 clock hours on instruction for one-third Carnegie unit. Semester programs offer 75 clock hours of instruction for one-half unit of credit.)

Credit in Lieu of Class Enrollment—Local boards may adopt policies, subject to the approval of the State Superintendent of Schools, to grant credit for learning which has occurred outside the school (9-12 learning experience.) *Local systems must develop assessment procedures to award or exempt credits in lieu of class enrollment.*

Credit for Planned Off-Campus Experiences —*Local boards may adopt policies, subject* to the *approval of the State Superintendent of Schools* to *grant credit* for *planned off-campus experiences* if such experiences are a part of the planned studies program.

**Secondary School Credentials**

The High School Diploma shall be the official document certifying completion of attendance, Carnegie units, the Georgia High School Basic Skills Tests, and other requirements for high school graduation. The High School Performance Certificate shall be awarded to pupils

who do not complete all of the criteria for a diploma, but who meet all requirements for attendance and Carnegie units. A Special Education Diploma shall be awarded to handicapped pupils assigned to a special program who have not passed the Basic Skills Tests but who have completed all of the requirements of their Individualized Education Program.

**Local Authorities And Responsibilities**

Local boards of education have the authority to exceed the state minimum criteria for graduation.

Local boards of education have the responsibility to establish instructional support services and delivery services to uphold the multiple criteria for high school graduation:

To provide an ongoing guidance component beginning with the ninth grade for familiarizing the student with graduation requirements and for examining the likely impact of individual career objectives on the program of work he or she plans to follow; also, to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

To provide record keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students.

To provide diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

To provide instructional programs, curriculum and planned course guides, and remedial opportunities to assist each student in meeting graduation requirements.

*To provide appropriate curriculum and assessment procedures for students who have been identified as having handicaps which prevent them from meeting the prescribed competency performance requirements.*

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Georgia Code: 32-408 (1937, 1961); 32-609a (1974, 1975); 32-611a (1974, 1975); 32-653a (1974); 32-657a (1974); 32-660a (1974); 32-1901 (1971).

# Appendix K

## *Georgia Learning Resources System Child Serve*

***Georgia Department of Education***
***Office of Instructional Services***
***Division of Special Programs***

**Katheryn B. Bush,** *Coordinator*
Georgia Learning Resources System
**Program for Exceptional Children**
1970 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2425
GIST 221-2425

1. **Coastal Area GLRS Center**

   Armstrong State College
   Room 109 Victor Hall
   111935 Abercorn St.
   Savannah 31406
   (912) 927-5239/(912) 927-5240
   GIST 369-5239

** Coastal Area GLRS Satellite
2400 Reynolds St.
Brunswick 31520
(912) 264-6222

2. **East Central GLRS Center**

   Susie Dasher School
   South Washington St.
   Dublin 30121
   (912) 275-2548

** Heart of Georgia CESA/GLRS Satellite
312 South Main St.
Eastman 31023
(912) 374-5244

3. **East Georgia Center**

   3108 Lake Forest Dr.
   Augusta 30909
   (404) 737-7310

4. **Metro East GLRS Center**

   Robert Shaw Center
   385 Glendale Rd.
   Scottdale 30079
   (404) 292-7272

5. **Metro South GLRS Center**

   Griffin CESA
   PO Drawer H
   Griffin 30224
   (404) 227-0632/GIST 253-7311

6. **Metro West GLRS Center**

   Metro CESA
   2268 Adams Dr., N.W.
   Atlanta 30318
   (404) 352-2697

7. **Middle Georgia GLRS Center**

   3796 Ridge Ave.
   Room 101, Alexander IV School
   Macon 31204
   (912) 474-1513

** Middle Georgia Center, GLRS Satellite
Pearl Stephens School
Reid St.
Warner Robins 31093
(912) 922-1937

8. **North Georgia Center**

   PO Box 546
   Cleveland 30528
   (404) 865-2043

9. **North Central Center**

   Route 3, Box 232-A
   Ellijay 30540
   (404) 635-5391

10. **Northeast Georgia Center**

    Northeast Georgia CESA
    375 Winter Dr.
    Winterville 30683
    (404) 742-8292/GIST 241-7675

11. **Northwest Georgia Center**

    436 Broad St.
    Forest Building
    Main Floor
    Rome 30161
    (404) 295-6189
    GIST NOs. 231-6189, 6190, 6069, 6070

**12. South Central Center**

Child Development Center
1492 Bailey St.
Waycross 31501
(912) 285-6191/GIST 368-6191

**13. South Georgia Center**

Route 10, Box 318
Valdosta 31601
(912) 333-5226/GIST 349-5226

**14. Southeast Georgia Center**
Sally Meadows School
Waters Dr.
Vidalia 30474
(912) 537-7797

**15. Southwest Georgia Center**

P.O. Box 1470
400 South Monroe St.
Albany 31703
(912) 432-9151

** Southwest Georgia GLRS Satellite
Early County Junior High School
Blakely 31723
(912) 723-3749

** Southwest Georgia GLRS Satellite
Grady County Board of Education
CAIRO 31728
(912) 377-3701

**16. West Central GLRS Center**

PO Box 4569
Whitesburg 30185
(404) 832-0506/GIST 232-1496

**17. West Georgia Center**
1532 Fifth Avenue
Columbus 31901
(404) 324-5661 ext. 257

5801 Armour Road
Columbus 31904
(404) 323-0551

** West Georgia GLRS Satellite
Sumter County Instructional Materials Center
Americus 31904
(912) 924-4955

** West Georgia GLRS Mini-Center
Board of Education
Special Education Department
PO box 67
Buena Vista 31803
(912) 649-3582

**Special Project**

Georgia Center for MultiHandicapped
1815 Ponce de Leon Ave. NE
Atlanta 30307
(404) 378-5433

# Appendix L

## *Student and Material Planning Sheet*

**Student name** _____ **Curriculum area** _____

**Student learner characteristics**

A. Chronological Age _____

B. Grade level on latest achievement testing _____

C. Student interests/hobbies _____

_____ _____

D. Activities student likes at school _____

_____

**Student learning patterns**

A. *Receptive*

Multisensory _____

Visual _____

Auditory _____

Tactile/motor _____

B. *Expressive*

Verbal _____

Visual/motor _____

C. Other effective learning patterns

_____

_____

_____

_____

_____

_____

_____

**Student reinforcement**

A. Student prefers papers with letter grades _____ numerical grades _____ stickers _____ other _____

B. Activities which motivate the student

1. Free time _____
2. Running errands _____
3. Job responsibilities _____
4. Tokens or checks _____
5. Happy notes sent home _____
6. Others _____

**Technique/material analysis**

Most effective instructional materials/techniques (input)

Worksheets, charts, pictures, books _____

Cassettes, records _____

Leaded surfaces, manipulative materials _____

Discussion _____

Combination of inputs (e.g., films, projects) _____

Most effective instructional approaches (output)

Writing _____

Speaking _____

Drawing _____

Acting _____

Combination of outputs (e.g. projects) _____

**Student preferred delivery system**

A. Individual _____

B. Small group _____

C. Large group _____

D. Independent _____

E. Peer tutoring _____

F. Other _____

# Appendix M

## *Glossary*

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| **Ability Test** | A test that measures the extent to which a person is capable of performing a certain task. |
| **Academic** | Subject matter such as reading, writing, math, social studies, science, etc. |
| **Achievement Test** | A test designed for the specific purpose of assessing prior learning. |
| **Annual Goals** | Specific and concrete statements of what skills a student should have at the end of a school year. |
| **Aptitude Test** | A standardized measure of a person's ability to profit from further training or experience in an occupation or skill. A test which measures someone's capacity, capability or talent for learning. |
| **Assessment Evaluation** | All of those functions in the testing and diagnostic process leading to development of an appropriate, individualized, educational program with placement for a handicapped child. Assessment may include screening to identify potentially (i.e. high-probability) handicapped students; observation, testing and diagnosis of those students to specifically handicapped areas and the definition of educational needs based on handicapping area and learning profile. |
| **Audiological Examination** | The testing of hearing. |
| **Auditory Comprehension** | The ability to understand what one hears. |
| **Auditory Discrimination** | The ability to detect subtle differences among sounds, especially in words. |
| **Auditory Memory** | The ability to remember what is heard (words, numbers, stories). |
| **Behavior Modification** | Any behavior change procedures that are based on the theory that all behavior is learned and therefore can be changed or eliminated. |
| **Behavioral Objectives** | Objectives which are written to describe what a student will be able to do as a result of some planned instruction. Behavioral objectives should be measurable in some definitive or quantitative way. |
| **Cognitive** | The act or process of knowing. Analytical or logical thinking. |
| **Clinical Observations** | Opinions about, or interpretation of behavior, made by the person assessing the student, which are based on professional experience and expertise. |
| **Deviation IQ** | Intelligence quotient (IQ) obtained by converting raw scores on an intelligence test to a score distribution having a mean of 100 and a standard deviation, such as 16 for the Stanford-Binet, 15 for the Wechsler tests, etc. |
| **Developmental** | Successive changes during the process of natural growth. |
| **Diagnosis** | The process of identifying the nature, cause or extent of disease or problematic condition. |
| **Emotionally Disturbed (ED)** | Another term which may be used in referring to the behavior disordered (BD) student. |

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| **Expressive Language Skills** | Skills required to produce language for communicating with other people. |
| **Formal Assessment** | Using published, standardized tests for measuring characteristics such as "intelligence," "achievement", etc. |
| **Grade Equivalent** | A score derived from test results which shows on a grade level scale how a student compares to other students taking the same test. |
| **Group Test** | A test that may be given to a number of individuals at the same time. |
| **Individual Education Program (IEP)** | A written program developed by a team which translates a student's evaluation information into a practical plan for instruction and delivery of services. The IEP should contain the following points.<br>1. Present level of educational performance<br>2. Annual goals and short-term objectives<br>3. Specific educational services to be provided<br>4. Extent to which a student will participate in regular classroom<br>5. Projected date for initiation and duration of services<br>6. Objective criteria and evaluation procedures<br>7. Schedule and procedures for review |
| **Individual Test** | A test that can be administered to only one individual at a time. |
| **Informal Assessment** | Procedures such as classroom observations, interviewing or teacher-made tests which have not usually been tried out with large groups of people and which do not necessarily have a standard set of instructions for their use and interpretation. |
| **Intelligence** | Definitions of intelligence usually include three concepts.<br>a. The ability to deal with abstractions<br>b. The ability to learn<br>c. The ability to cope with new or novel situations |
| **Intelligence Quotient** | An index of rate of development in certain aspects of intelligence during childhood, originally found by obtaining the ratio between mental age (MA) and chronological age (CA). |
| **Intelligence Test** | A psychological test designed to measure cognitive functions, such as reasoning, comprehension and judgment. |
| **Least Restrictive Environment (LRE)** | The concept that each handicapped student is to be placed in a learning environment that closely approximates the learning environment of a nonhandicapped student, while providing the most appropriate educational opportunities for a handicapped student. |
| **Mental Age (MA)** | A mental ability index expressed as a chronological age; a student of average ability has a mental age which is the same as his or her chronological age. |
| **Modality** | An avenue of acquiring sensation; the visual, auditory, tactile, kinesthetic, olfactory and gustatory modalities are the most common modalities. |

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| **Motor Perceptual Tests** | Tests of eye and body coordination. |
| **Nondiscriminatory Testing** | Assessment tools and methods which are language and culture fair for the student. Assessment instruments should be given in a student's native language; given and interpreted with reference to the student's age, socioeconomic and cultural background; given by trained persons. |
| **National Norms** | Numerical standards based on national sample. |
| **Nonverbal Test** | A test consisting of nonverbal materials for which spoken or written language is not required to answer. |
| **Norm-referenced Measures** | Measures that are used to compare an individual's performance in relation to the performance of others on the same measures. |
| **Perception** | The process of interpreting sensory information. The accurate mental association of present stimuli with memories of past experience. |
| **Placement** | The administrative assignment of children to one or more specific instructional settings for which they are believed to be best suited. |
| **Precision Testing** | Usually refers to informal, teacher-made measures of student skills used to plan instruction which will help the student increase the rate and accuracy of his performance. |
| **Psychomotor** | Pertaining to the motor effects of psychological processes. Psychomotor tests are tests of motor skill that depend upon sensory or perceptual-motor coordination. |
| **Reading Comprehension** | The ability to understand what one has read. |
| **Receptive Language** | One's understanding of spoken or written communication. The receptive language skills are listening and reading. |
| **Related Services** | Services provided by specialists that are not normally provided in regular and special class programs. These services may include the following.<br>• Language/speech assessment, development and remediation<br>• Audiological services<br>• Mobility instruction<br>• Adapted physical education<br>• Physical therapy<br>• Career preparation<br>• Parent education<br>• Counseling and guidance<br>• Psychological services<br>• Occupational therapy |
| **Reliability** | The degree to which a test is consistent in its measurements. |
| **Scaled Score** | A score translated from a raw score so that it has meaning across age levels. If a scale of 0 to 20 is used, then a scaled score of 10 is an average score regardless of whether it was obtained by a five year old or a 15 year old. |

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| **Service Provider** | Refers to any person or agency providing some type of service to children and/or their families. |
| **Short-Term Objective** | A series of successive intermediate steps that will teach the student on a level where he or she is *now*, in order to move toward accomplishment of an annual goal. |
| **Social-emotional** | Includes self-concept or a person's idea of self; includes ability to relate to peers and adults. |
| **Social Maturity** | One's ability to assume personal and social responsibility, expected of persons of similar age. |
| **Standard Deviation** | A measure of the variability or dispersion of a distribution of scores. Computation of the SD is based on the square of the deviation of each score from the mean. The SD is sometimes called "sigma" and represented by the symbol $\sigma$. |
| **Standardized Achievement Test** | A series of questions designed to measure facts and information a student has learned in school. Some achievement tests are given to one person at a time and are called individual achievement tests; others may be given to groups of persons. All standardized tests have instructions which the person administering the test must follow exactly. A student's score is compared with published results in order to determine relative progress. |
| **Standard Error of Measurement** | An estimate of the margin of error in an individual's score due to imperfect reliability of an instrument. |
| **Symbolization** | The process in which spoken or written symbols take on meaning, that is, are understood by the individual and, in turn, are used for a verbal or written expression. |
| **Tactile** | Referring to the sense of touch |
| **Validity** | The extent to which a test actually measures what it purports to measure. |
| **Visual Acuity** | How well a child can see and recognize symbols in comparison to other children. |

*Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.*

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*The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.*

*Title II — Ann Lary, Vocational Equity Coordinator*
*Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Public Libraries*
*Title IX — Myra Tolbert, Coordinator*
*Section 504 — Coordinator of Special Education*

*Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.*

**Office of Instructional Services**
**Division of Special Programs**
**Program for Exceptional Children**
**Georgia Department of Education**
**Atlanta, Georgia 30334**
**Werner Rogers**
**State Superintendent of Schools**
**1986**